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NATIONAL PARATeacher

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NATIONAL CONGRESS OF

PARENTS AND TEACHERS

- ★ To promote the welfare of children and youth in home, school, church, and community.
- ★ To raise the standards of home life.
- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- ★ To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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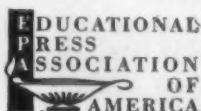
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**Contents for November 1950****The President's Message: For the Blessing of Good Books**

Anna H. Hayes 3

Articles

- Little Pilgrim's Progress.....Edna Dean Baker 4
 Talking Is a Social Thing.....Spencer F. Brown, M.D. 7
 Lots of People Are Human: 3. If We Want People To Change
 Bonaro W. Overstreet 10
 Reading Is Living.....John T. Frederick 14
 Must Families Feud?.....Garry Cleveland Myers
 and Caroline Clark Myers 16
 When Is a Child a Real Problem?.....Peter Blos 21
 John Ridd's Thanksgiving.....Robert P. Tristram Coffin 24

Features

- Notes from the Newsfront.....13
 What's Happening in Education?.....William D. Boutwell 19
 Contents Noted—in Other Magazines.....26
 Looking into Legislation.....Ethel G. Brown 27
 P.T.A. Frontiers.....28
 Searchlights and Compass Points: Guidance for Group Leaders
 Franklyn S. Haiman 30
 At the Turn of the Dial.....Thomas D. Rishworth 32
 Poetry Lane.....33
 Growing Toward Maturity—Study Courses
 Preschool (Outline).....Hunter H. Comly, M.D. 34
 School-age (Outline).....Sidonie M. Gruenberg 34
 Adolescents (Outline).....Ralph H. Ojemann and Eva H. Grant 35
 Motion Picture Previews.....36
 Books in Review.....40
 Contributors.....40
 Cover Picture.....H. Armstrong Roberts

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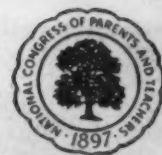
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Standard Flashlight

This group of smiling parent-teacher leaders are on their way to Lake Success and Flushing Meadow. There they spent most of the day attending the two hundred and ninetieth plenary meeting of the United Nations General Assembly. Members of the UN's Department of Public Information were on hand to address them and answer questions. This trip took place on the third day of the international relations workshop held by the National Congress of Parents and Teachers in New York City, September 28-30. It brought together state chairmen of international relations committees from all fifty congresses, national officers, state presidents, and many national chairmen. First in line is Mrs. L. W. Hughes, national chairman of the Committee on Founders Day. Behind her, in order, are Ralph H. Ojemann, national treasurer; Takao Yamauchi, chairman of the Hawaii Congress' national headquarters committee; Mrs. John W. Devereux, president of the Hawaii Congress; and Mrs. R. N. Gould, national chairman of the Committee on International Relations. Waiting their turn are several state chairmen of international relations.



For the Blessing of Good Books

CARVED OVER the entrances of the St. Louis Public Library is this inscription: "The recorded word is our chief heritage from the past and our most precious legacy to the future." From books we receive this heritage in part—and in part, through the use of books, our children learn to appreciate their tie to the past and their obligations to the future. This heritage could be much greater, however, if more good books were read by all children and adults.

At this season of the year, when traditionally we Americans pause to give thanks for our blessings, it is fitting that we call to mind one of the most precious—the blessing of good books. Book Week, which like Thanksgiving falls in November, offers us a special opportunity to do this. The general public is reminded through many agencies how important books are to the people of a democracy, how much our freedom depends on an informed and clear-sighted citizenry.

This month local P.T.A.'s will be exhibiting children's books and books on parent education at their regular meetings. Some of you will be helping with story caravans for children at the public library; some will be conducting library tours. Perhaps you may devote a portion of your radio broadcasting time to the value and use of books. Wherever you are, we hope your community is helped to understand that taste in reading needs improvement. We are told that sales of books are decreasing, but we are very much aware that the purchase of comic magazines is still an inappropriately large item in the expenditures of the average school-age child.

EVERYWHERE IN THE world except in America there exists a shortage of up-to-date cultural, technical, and scientific books. Recognizing this fact, UNESCO has requested us to contribute books for special study in these fields to appropriate institutions in all countries where such aid may be acceptable. With the help of CARE, the books can be purchased and transported

to any country receiving assistance through the Marshall Plan or the Point Four Program for the bare cost of the books themselves.

As part of our international education project, parent-teacher associations in every state have contributed money for the purchase of books for teacher training institutions. Packages of books have been shipped to nine different countries, each package containing two hundred dollars' worth of books and a generous supply of National Congress publications, including *National Parent-Teacher: The P.T.A. Magazine* and the *National Congress Bulletin*. All books so distributed are marked with a National Congress name plate.

Last summer it was my very great privilege to present personally one of the packages of books sent to Japan. The presentation was made to the teacher training department of Saitama University at Urawa, thirty miles out of Tokyo, and the ceremony of presentation was recorded for the *Voice of America* broadcast. Two other Japanese universities received identical packages of books for teacher education.

In accepting the books the president of the university expressed his belief in the importance of teacher training as a way to the development of democracy. I was deeply impressed with his eloquent words of gratitude as he paid tribute to the National Congress of Parents and Teachers for our contribution to democracy in Japan as well as for the valuable and much needed books. In his own way he said:

*Together we build for peace
For the right of each man to give
The fruits of his labor and skill
That all men in freedom may live.*

President, National Congress of Parents and Teachers



© H. Armstrong Roberts

The religious impulse is a natural expression of the young child's wonder at finding himself alive; it is instinctive, like the love he feels for those who love and care for him.

How sensitive parents can guide their child toward deeper spiritual fulfillment is here suggested—in terms of early practice in sharing and good will, and with due recognition of the solitary experiences of every human soul.

Edna Dean Baker

Little Pilgrim's Progress

IS IT POSSIBLE to teach a child religion? Many parents are asking this question today, perhaps because religion is difficult to define in terms of childhood and because formal methods of teaching often seem to fail. If, however, we think of teaching as guidance and of religion as a way of living, there is hope that we can teach religion to a child.

Certainly we can help our children acquire attitudes and habits that will make possible a growing religious experience in relation to their fellows and to the world in which they live. We can help them discover forms of worship and service that are not beyond their comprehension and can be used within the patterns of group living. Many such habits and attitudes are developed in the home, school, and church school and in community youth-serving organizations whose emphasis is on social development and character education.

Guiding children in their efforts to understand the world and to find God means training them in the use of certain skills or techniques. One of these techniques is observation. Here the parent or teacher has a great resource: the child's natural eagerness to investigate the world with all his senses. Children are curious. They like to see, to hear, to touch, to hold and feel, to smell, to taste. Many a parent has had the same experience as the mother of three-year-old Mary when she first took the child to a grocery

store. She noticed that the clerk, looking at Mary, seemed worried. She turned and saw that the child was touching everything she could reach. The mother quickly stopped her and explained that she must not touch the food. Mary obeyed her but at once began to *smell* each item, approaching one after another with her eager little nose!

It is practically impossible to keep children from experimenting and exploring. This is fortunate, for sensory experiences are valuable. They enable every child gradually to acquire the vivid images and accurate notions that provide material for thinking and for creating. As Walt Whitman expresses it in an oft-quoted poem, the outer world encountered by the boy gradually becomes a part of that inner world in which the man will spend his days.

The First Outward Look

The rich and varied content provided by accurate observation—within a limited environment at first, to be sure, but an environment gradually widening—makes it possible too for the child to appreciate and understand the forms of literature and art. He finds meaning in passages from the Psalms: "The heavens declare the glory of God, and the firmament sheweth his handiwork," or "The pastures are clothed with flocks; the valleys also are covered over with corn; they shout for joy, they also sing." The parables of

Jesus are clearer to one who has learned to call forth rich and varied imagery: the lost lamb, the candle under the bushel, the lost coin, the seed that fell on stony ground, the prodigal son.

As soon as children have built up a certain amount of experience with their environment and have attached meanings to a certain number of words, they begin to think in terms of their experience. As this process continues, they begin to reason very simply in words and then to seek reasons—for grown-up objections, among other things: "Why can't I do it?" "Why do I have to wear rubbers?" "What made the balloon burst?" More difficult questions come a little later, questions dealing with the meaning and mystery of life: "When was I born?" "Where was I before I was born?" "Who made me?" "Who is God?" "Is God here?" "Does God live in a house?" "How many ovens does God have to bake our daily bread?" "What is *die*?" "Where do people go when they die?" "How can anybody come back to life after he dies?" As we analyze the wonder behind each of these questions, we see that the child is searching for answers on the basis of his own experience.

The Moment of Wonder

In order that children may create, as many do spontaneously unless they are checked or discouraged, they must have a wealth of real experience. Teachers who have worked in the slums of great cities, where homes are almost barren of playthings, books, or music, tell us that when the children of such homes first come to school, they have little to express. Not until after the new environment has given them some experiences related to nature, especially flowers and animals; to other beautiful things like pictures, colorful hangings, pretty dresses; to toys and music and books, do they begin to express their ideas in words, rhythms, paint, or clay.

One such little child surprised the kindergarten teacher one morning by saying, "You are pretty like the snow. You have on a white apron." It was Susie who said, after the teacher had reproved her for not taking her nap, "Can't a little girl wonder?" as she watched the goldfish swimming in the bowl. The meaning of the word "wonder," the beauty and mystery of the goldfish which could swim in water so easily—these were among the lessons learned.

Another technique valuable in developing habits that are basic in religious service is training children to care for living things. Watching goldfish is important, but learning to feed them and to care for them properly by changing the water is equally so. In the home particularly children should be given the chance to care for plants and pets, as well as the pleasure of observing them. A little boy of four in his first week of kindergarten squeezed the white mice so tightly that for a time he could not be permitted to touch them, and he learned through this

experience how gently one has to handle small animals. It was a happy day for him and for the teacher when he demonstrated how careful he could be. "I touch them easy," he said. "The little mice just run under my hands now."

Even taking care of smaller children is a valuable learning experience for the child—and one in which he needs much careful guidance.

Learning To Share and Serve

Caring for pets, plants, and smaller human beings gives children one of their first disciplines in that self-control which is so necessary in character education. At a later age they will learn to share food, toys, and other good things that their natural tendencies often cause them to fight for. Learning to share, to wait turns, to cooperate with others, to help others in what they want to do—these habits demanding self-control are gradually acquired during the whole period of childhood. The process must be adjusted to the child's age level and should never be initiated by the mother or teacher before the child is ready. Little boys and girls under three can begin to learn, in a limited sense, to tolerate other children and share with them. After they start attending nursery school and kindergarten, self-control, as represented by sharing, waiting for turns, and helping others, becomes possible in a constantly rising degree.

In all the techniques mentioned so far, parents and teachers play the most important role. They guide the youngster's observation to see that it is accurate. They give him varied and widening opportunities for further observation, and they see that he is properly considerate of others in his investigations and experiments. They are also needed to help a child answer his own questions as well as to answer some of theirs. They are needed to check on the



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accuracy of his reasoning and to give him new experiences when his problems demand a larger background. And each of these techniques has its place in the development of attitudes and habits that make possible a vital, growing religious experience.

Signals of the Soul

There is, however, one more technique that has a unique value—meditation. The little child who wanted to “wonder” at the goldfish was really taking a first step in meditation. Time must always be allowed for wonder when the child, however inopportune, indicates that he has found something mysterious or precious and wishes to absorb it in stillness. Sometimes before going to bed, he will stand for a long time looking at the moon and stars without saying a word. The same thing may happen when he suddenly comes upon a beautiful flower or is arrested by the song of a bird, the blowing of the wind, or the strange hush just before a storm.

At such times the parent or teacher who is sensitive to the development of the child's religious nature will wait until the youngster asks a question or comes out of his wondering mood and turns to something else. The thoughtful parent will even make opportunities for moments like this. Hearing another person really pray or going into a church for a few moments when the organ is playing or the congregation is at prayer often gives a child this feeling of wonder. He may reach an awareness of God as he sees and hears mature people speaking with reverence to their Creator.

The first prayers of a young child should be very simple—a sentence or two or a short verse thanking



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God for some specific happiness like a new toy or a good day's play or a glass of cool milk. As he thanks God, however, the child should include gratitude to the human beings who make his happiness possible.

Somewhat later he may want to ask God to help him in certain ways. (One little child is quoted by an English writer as saying, “God does the last little bit you can't manage; otherwise it would be spoiling.”) But parents and teachers need to be very careful in guiding the prayers of children for tangible gifts, such as a new toy, a new baby brother, or the recovery of someone who is ill. It is natural for children to ask God to give them all that they desire, but at the same time they must be helped to see why it may not be possible for him to do so.

If a child has been led wisely through the early stages of his life, he will come into an awareness of God when he is ready for it. A definite need is met by a personal sense of the presence of God. It enriches life, ennobles personality. It brings a deeper purposefulness, a sense of power that enables the child to think and express himself creatively.

The Lights of Home

A question very often asked is “Where does the child find religion?” And the answer is “Everywhere.” He is constantly picking up impressions of life, absorbing experiences that create confidence, faith, love, hope, good will, joy, gratitude, a knowledge of nature and its phenomena, a knowledge of people and their reactions, a knowledge of himself and his own reactions. These experiences go on at home and school, at church and Sunday school, on the playground, in the shops and stores, in the library, at the movies, in the station and on the train. It is impossible, therefore, to limit the child's problems in religion to the home or the church or to refer all his questions to these institutions. It is true, however, that his parents are apt to be his most influential teachers, and the impressions of the home fireside the most lasting.

Here, at home, in the swift development of his personality, throughout the years of his childhood and youth, he forms his inner cosmos of understandings, appreciations, sensibilities, joy in the beautiful, ethical and moral perception, and sensitiveness to higher values—the impact of the soul and the voice of conscience. Different teachers and varied experiences in the community and in travel may widen his horizons, but the complete process can be traced only by parents with discerning spiritual vision who remain alert for the signals that mark his progress.

It was a six-year-old who said, when questioned after a visit to the home of a new friend, “I did enjoy playing with Malcolm, but in that house only the furniture and garden are important, not the little boys. Tomorrow Malcolm and I are going to play at our house!”

This is the third article in the preschool series
of the "Growing Toward Maturity"
study courses.

Talking Is a Social Thing

Spencer F. Brown, M.D.



Most children are normal at birth—not blind or deaf or deformed or mentally deficient.

And most children, in due season, imitate quite satisfactorily the speech they daily hear.

But some who are otherwise normal stand wistfully outside the circle of those who communicate with ease. Their parents, if thoughtful and wise, will seek the reason—and often find it within themselves.

OF COURSE talking is important. Everybody knows that. Nobody has to emphasize the importance of speech; that would be almost like emphasizing the importance of sunshine. They're both necessary things that we simply take for granted.

Most parents, like the rest of society, take talking for granted. They give little thought to the speech development of their children except when something seems to be going wrong. Even then they may continue to act as if talking were such a simple and inevitable function that anyone and everyone can qualify as a speech expert. It is not unusual to find parents making their own diagnoses and writing their own prescriptions for any speech difficulties their children may happen to have. (This is not said with any intent to be harsh; it is merely a statement of fact.)

Ordinarily we say that a child is *learning* to talk. We don't often hear anyone speak of *teaching* a child to talk. Yet we need only a moment's reflection to realize that the child not only learns speech but is also taught it—by his parents, his older brothers and

sisters, and the other people with whom he comes in contact. It is perfectly true that a great many things may be learned without a teacher, though more slowly than they are under good instruction. Arithmetic, chemistry, and a host of other subjects may be learned from books. Swimming, skating, and similar skills may be acquired in solitude without even a book as guide. But speech is never learned alone. Talking is a social thing, a skill that is acquired only from and for communication with others.

Problems at Many Points

There is one group of parents who do not need to be convinced that speech is important and that the problem of teaching a child to talk is a real one. These are the parents of children whose speech development has been delayed—little girls and boys, for example, who have reached the age of two and a half or three with a total vocabulary of not more than six or eight words. Often the delay is neither serious nor significant, but when we consider that children three years old normally speak in sentences, using all the parts of speech, and know as many as nine hundred words, we can readily understand the parents' concern.

So these fathers and mothers seek advice from pediatricians, from speech pathologists, from psychologists, and from other qualified persons. Such specialists always ask many questions—questions whose answers would be helpful even to the parent of a normal youngster. They would enable him to encourage his own child's speech development and perhaps prevent later difficulties.

This average parent might learn, for one thing, that some of the problems of delayed speech development turn out not to be problems at all. We all know how widely children differ in the rates at which they grow and in their patterns of growth. This is just as true of speech as

it is of all other physical and mental abilities. Even when a child's speech development is progressing normally, however, parents' misconceptions may create difficulty.

I was once consulted by the mother of a two-and-a-half-year-old boy whose talk was quite normal, even a bit advanced for a child of his age. But his mother was a former actress and was much distressed because the youngster didn't speak as well as she did! Fortunately she was able to accept the assurance that her son was more than adequate in his progress and that what she considered a problem was not one at all.

Yet relatively few of parents' anxieties about delayed speech are as simple to dispel as these. At the other extreme there are some young patients whose difficulties are very real indeed but are due to physiological or related causes. Among these are the children whose speech is retarded because of an organic condition—deafness or brain injury, for example—and who require special treatment to correct it. This sort of problem is of little interest to the average parent because its solution can be applied only in a vague way to other children.

In a great many cases, however, the delay in talking is a result of something in the child's environment, something that makes it hard for him to learn to talk. It is in dealing with these children that the specialists invoke principles which are of value to all parents.

One of the most important of the outside situations that affect a child's learning to talk is called by the experts *lack of speech stimulation*. These experts have written many hundreds of pages on the need for properly stimulating a child's speech. They have conducted experiments to evaluate the effects of various kinds of stimulation on speech development. And all these discussions and all this research have been valuable in proving with facts and figures what most persons would probably guess—that the child has to hear talk and want to talk before he can learn to talk.

He has to hear lots of talk. Apparently the more he hears the faster his own speech will develop. Oc-

asionally we come upon striking examples of lack of stimulation—as when both parents are deaf-mutes or when a child is left by himself almost all day. Other cases of this sort are sometimes harder to recognize, but every specialist has seen children whose slow speech development was speeded up markedly when their parents made sure that they heard plenty of talk in the course of a day. For talking means using language, and what is language but a system of symbols attached to certain definite experiences—to things and people and actions—that we encounter in our daily living? No matter how many experiences a young child has, no matter how much he has to communicate, he still cannot learn to talk until he finds out which sounds are to be attached to which experiences.

Even though most fathers and mothers may feel that "I knew this all the time," the matter of making a child aware of language carries important lessons for all parents. Check up on yourself. How much good talk is your child, even if he is a very young child, hearing? Would it be possible to talk more to him without interfering with any of the other things you and he are doing? So many of our daily activities can be accompanied by a pleasant stream of conversation. Yet some parents never talk to their one- or two-year-olds except to tell them what to do or not to do. It isn't necessary to chatter incessantly at the youngster. That would probably confuse him and produce an effect just the opposite of what is intended. Talk to him as you would talk to another adult in the same simple, everyday, household situations.

You will of course want to modify your adult speech in certain ways. The sentences should be short and simple; the content should be fairly concrete. Using childish phrases such as "Night-night," "Bye-by," and other familiar adaptations of grown-up words is not only permissible but desirable because the baby will be able to imitate them more easily. But it is a mistake to use what is often called baby talk—that is, to substitute certain incorrect sounds for the correct ones, producing *muvver* for *mother*, *pwetty* for *pretty*, *oo* for *you*, and so on. The adult speech that a child hears should always be phonetically correct, not stilted or formal, not unnatural but free from errors, and above all free from "cuteness."

If the child himself speaks in baby talk, it is probably because he is not yet able to master certain sounds, like *l* or *r* or *th*. But if he mispronounces a word that you know he can pronounce correctly, never mimic him or make fun of him. Just use that word casually in your own conversation, making sure he hears it but not making an issue of it.

Another way of stimulating a child's speech in the early months and years is simply to give him ample chance to express his needs vocally. Of course he does this when he cries, but parents often get in the habit of granting his wishes almost before he shows the least indication of them. A mere grunt, a facial expression, a gesture will bring him what he wants without further effort. Yet we all know that no force is as strong a spur to learning as the sheer sense of urgent need. So take your time and see if your child



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won't tell you, in attempted language, what he wants rather than depending on infantile noises and motions of the arms.

Besides conversation, storytelling and reading aloud are other good ways of introducing children to language and hence encouraging them to talk. As the stories become familiar to him the youngster will delight in repeating certain emphatic words or finishing sentences—if you pause a moment to let him do so. The more he takes part in the reading or the telling, the more the story-language will enter into his own speech experience.

Let Good Speech Pay Dividends

Another condition that may make it difficult for a child to learn to talk is *lack of reward*. Psychological research has proved that learning is stimulated chiefly by the prospect of reward or punishment. Again, this fact has been known for thousands of years, but nonetheless important is the research which has been done to prove it. Too many notions that have been generally accepted as true have turned out to be quite untrue.

Usually we prefer to use reward rather than punishment as a spur to children's learning. Indeed when the preschool child is attempting to talk we have scarcely any choice. We can reward him for his trials and successes in such a way as to ensure steady, purposeful learning. But if we punish him for not talking we will fail because we can't explain to him what he is being punished for. By the same token, however, if we reward him for doing well we must let him know what he is being rewarded for. A speech pathologist might express the idea like this: The reward must follow the speech behavior in such a way as to make it clear to the child what speech success or what attempt at speech has produced it.

The kind of reward we are here considering is not a piece of candy or a trip to the zoo. The most treasured reward a young child can win is his parents' approval—perhaps in the form of a smile or an expression of interest or a delighted pause while Mother stops whatever she is doing in order to give her complete attention to the prattling child. This is the reward he seeks and needs, and it provides the strongest possible motive for his learning to talk.

In dealing with any problem of retarded speech development a specialist will pay a great deal of attention to this matter of rewards. But of course it is important to all parents, not just those whose children's speech is slow. What sort of reward is your year-and-a-half-old youngster getting as he begins to put words together and form sentences? Without gushing over him, without spoiling him, could you increase the amount, so he will gain confidence in his attempts to speak? For at eighteen months he is entering upon a period of language activity so rich and intense that it

will astonish you. He needs to know that you understand and appreciate his continuous endeavors to master new words. Your warm interest, your praise when he has achieved a particularly complicated combination of sounds, will seem to give him fresh energy.

One research psychologist found that some youngsters increase their vocabulary from 22 to 272 words in the short six months between a year and a half and two years. At three they knew 896 words; at three and a half, 1,222. This was, it is true, a small, above-average group. Most children of these ages would not have quite such large vocabularies.

Children whose speech development is average or better are rarely brought to a specialist, and thus it isn't often that their speech histories are taken down in detail. But when we do occasionally have the chance to study such cases we generally find just what would be expected. The child who talks normally has heard lots of talk, has had lots of opportunity to communicate with others, and lives in a consistently warm, friendly, rewarding atmosphere in which to learn the art of talking.

Perhaps a final word both of caution and of encouragement is in order here. Parents should never blame themselves if their little boy or girl is slower than other children in learning to talk. Consulting a speech pathologist is always a wise course, but they should also remember that many factors affecting a child's speech are not under their control. This article has merely suggested certain factors that they themselves can alter in one way or another. These factors actually constitute a sort of speech hygiene, comparable to the physical hygiene measures of adequate sleep, exercise, and diet. In the full development of the child they are of immeasurable value.

See questions, program suggestions, and reading references on page 34.





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People Are Human

3

WERE SOMEONE to ask bluntly, "Are you a person who is always trying to change someone else?" most of us would answer quickly, "Not I!" We might even add, in Robert Frost's words,

*I have it in me so much nearer home
To scare myself with my own
desert places.*

If We Want People To Change . . .

Bonaro W. Overstreet

People have wanted to change other people ever since the day of creation.

And very often the changes are desirable.

But there is a big difference between trying to make people over into our own image and helping them to perfect themselves. In this, as in all other human relations, understanding weights the scale.

For we would not like the picture the question called to mind, that of a self-righteous individual bent upon making others over in his own image.

Such an individual is not greatly beloved among us—a fact which means to him that the human race is as bad as he thinks it is but which may more accurately mean that the human race resists hostility disguised as love. If we are on the receiving end of his grim or saccharin determination to change man "for his own good," we may murmur, "I do not love thee, Dr.

Fell," and give him as wide a berth as we can. And if someone else seems to put us in his category by asking whether we are always trying to change other people, we are prompt with our negative, "Not I!"

In Whose Image?

Suppose, however, the question were put differently. Suppose we were asked, "Don't you wish you could do something when you see a man of good ability spoiling his own chances by rubbing everyone the wrong way?" or "Don't you often wish you could put words into a shy person's mouth when you see him standing miserably silent and not able to think of anything to say?"

Most of us would unhesitatingly agree. We do have such wishes—often, and we try as best we know how to put them into action. In brief, we do try to change people. Every single one of us who is a responsible grownup is trying to change some one person or various persons in one respect or another.

I was recently talking, for example, with an employer who has made a place in his organization for several men and women who are physically handicapped. On the surface he is trying to change not people but merely their circumstances. He is trying to create a setup in which individuals who were previously dependent upon others for their livelihood can approach a sturdy and self-respecting independence.

Yet as we talked it was not long before he expressed a particular concern about one of these employees: "Sometimes I think he almost *wants* to fail. It's as though he's been looked after so long, by his sister and brother-in-law, that he can't really *want* to be independent again. He couldn't admit it, I suppose, even to himself, but he likes being waited on. He's afraid he'll lose a lot of special privileges if it turns out that he can pretty much look after himself. Unless I can figure out a way to change his attitude, I won't be able to do him

much good in the long run. It helps his family to have him earning money, but somehow I've got to make it help *him*, too, as a person."

This employer is trying to change an employee in so fundamental a way that if the change could be brought about, it would alter that individual's whole relationship to life. Yet we do not for a moment think of his effort as offensively kin to that of the self-righteous "dogooder." Wherein does the difference lie?

It lies in the fact that the employer is not trying to make the employee over in his own image. He is trying, instead, to help him change in a way that will make it far more comfortable and rewarding for him to be himself—a unique, useful, and self-respecting human being. This is the distinction we must bear in mind, and be quick to sense, if we are going to venture to change anyone. The change has to make him more freely and happily himself.

By this standard it is presumptuous for a parent to try to make one child more like another, perhaps like a prettier or more brilliant one. It is presumptuous for him to try to make a child into an obedient little copy of himself or into a flattering puppet who will act out the parent's own frustrated young dreams and ambitions. But it would be irresponsible for a parent not to want to bring about some change in a youngster who is unable to make friends of his own age, though he desperately wants to make them; or whose persistent aggressions against others show him to be emotionally insecure; or whose adolescent social fears are so extreme that he blunders his way through the very situations in which he has made his greatest investments of hope.

Feelings and Faulty Vision

This, in short, is a world where people are variously blocked from fulfilling themselves. Whenever the blocks are in their environment—a matter of circumstances—we can

try to bring about a change in their opportunities. But whenever, as is so often the case, the blocks are those of their own ignorance or their own disturbed emotions, we have to exert such influence as we can toward changing the people themselves, their habits and their attitudes. Not to make any effort whatever in this direction would be a mark of irresponsibility toward our human species.

As we know to our sorrow, even the best intentioned effort to change another person may fail. It is almost certain to fail unless it is based upon some sound understanding of what human personality is, how it operates, and how change takes place when it *does* take place.

Robert Burns wrote, with sharp irony under his seemingly soft words:

*Ah, gentle dames! it gars me greet
To think how many counsels sweet,
How many lengthened sage advices,
The husband frae the wife despises!*

It "gars us greet" when a child, a husband or wife, a student, a friend, a fellow worker, or an employee stubbornly refuses to heed our "lengthened sage advices." But one of two reasons will often account for the refusal.

In the first place, we put forth our strongest efforts to change others at those times when their behavior is most annoying to us personally. Yet those are the times when our own emotions are ranged *against* the person we are trying to change and when we are accordingly least able to move generously into his frame of reference. Here again we might let Robert Burns speak. Though the failure of husbands to accept their wives' advice might grieve him, it did not astonish him overmuch when he thought of how the husband would find at home a

*sulky sullen dame,
Gathering her brows like gathering
storm,
Nursing her wrath to keep it warm.*

Often we fail to change people because we move in on their private

lives and problems in a mood of anger that drives them toward either fight or flight instead of toward the change which we desire but which we make distasteful to them.

In the second place, we tend to think a person is behaving willfully when he is behaving in the only way he knows how to behave. We say, "Why do you *always* do so-and-so?" or "You'd get along all right at the party if you would only . . ." The person whom we thus admonish may remain silent before us—baffled about why he is as he is, unable to tell us what it feels like to make the mistakes he knows he makes. Or he may retort, "I wish you'd leave me alone!" Or he may make a desperate plea for understanding: "Don't you know that's just what I want to do, but I *can't*? I don't know how . . ." But, again, he will not be likely to change in the way we wish.

The Seeing Eye

To bring about changes in people, it might help us to recall, and apply, the substance of the two earlier articles in this series. Human beings, we discovered there, never make responses to *real* situa-

tions. We make our responses to *what we see* in situations. Every response we ever make is thus made to a *phenomenal field*, a field of appearances, not to a total reality that exists whether we see it or not.

To take a prosy example, a rock lying in his path may be part of a man's real environment. But if he fails to notice it until he falls over it, that rock promptly becomes something which it has not been before; it becomes part of his *phenomenal field*, his field of awareness. He can therefore do something about it that he could not do before; he can take it into account in his future actions. Or an on-looker who has seen the man walking along may put in a saving word: "Look out for that rock, there!" By this process also the rock could become part of the man's phenomenal field. It would be brought within the area of his awareness. He could therefore step over it and avoid a minor accident.

In this simple illustration we may discover what it is we always have to do, even in the most complex situations, if we want anyone to change in any respect: *We have to change what he sees when he*

looks at his world. We may do it sometimes by adding to his knowledge. Or we may have to do it by so changing his "emotional economy" that he can afford to see what he has hitherto, for reasons of fear or pride, blocked out of awareness.

We spoke last month of a parent who, confronted with a disobedient child, could see nothing except the threat to his own authority. He treated the child, therefore, in terms of that threat. Suppose this parent were to read some of the new psychological materials about the emotional problems of children. Would those materials make a difference in his practical responses? They would if, and only if, two conditions were fulfilled.

If the materials were so presented that they actually caught and held his attention, they might turn into *knowledge* in his own mind, new knowledge. Equipped with that knowledge, he might then see his own child not as defying him personally but as behaving in a way that betrays his emotional insecurity. Again, if he translated this new knowledge into *pride in knowing*, he might have an emotional basis for self-respect different from his old basis—which was simply that of being a person whose authority could not be questioned.

With new knowledge at his command and a new pride to support his own sense of significance, he would, in the presence of his stubborn child, be in a phenomenal field different from the one he previously occupied, though he would still be in the same *field of reality*.

In an earlier article we have already quoted Shelley's line, "The eye sees what it brings to the seeing." Here we may well quote it again, as we anticipate next month's article in which we shall continue to explore the problem of how changes in human behavior can be brought about. Change occurs in our behavior when it occurs in *what we see*. It occurs in what we see when it occurs in what, as mental and emotional selves, we bring to the seeing.



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NOTES FROM THE NEWSFRONT

Flying Without Feathers.—There was a time when only birds could fly, but now myriads of animals, reptiles, and even fish are taking to the air. Smokey, a little black bear who models for fire prevention posters, was cuddled in a friend's lap on a recent flight from Santa Fé, New Mexico, to Washington, D. C. In fact, so many kinds of living cargo are being shipped by plane that the British Royal Society for the Prevention of Cruelty to Animals has established an animal reception center and hospital at the London Airport.

A Second Chance.—Even if you happened to miss out on a high school diploma when you were young, Columbia University is now ready to help you get a college education. This fall for the first time the university's School of General Studies permitted mature men and women who never finished high school to take an aptitude test and enroll for one semester. If they prove their ability, they may try for a college degree.

Fatal Weakness.—Safety experts studying traffic accidents have made the sad discovery that faulty brakes, blinding lights, and tire blowouts account for only a small percentage of the casualties. The chief blame rests squarely with faulty human beings—the driver who is careless or miscalculates, the pedestrian who is indifferent or impulsive. Last Labor Day week end, for example, drivers caused 83 fatalities and pedestrians 31, but mechanical failures only 20.

Books Go Begging.—In America 53 per cent of the people have gone to school beyond the eighth grade, but in England the percentage is far smaller—only 13. Yet when it comes to reading books, the English easily outdistance the Americans. Of six democratic countries surveyed by the American Institute of Public Opinion not long ago, the United States had the lowest proportion of book readers, trailing not only England but also Norway, Canada, Australia, and Sweden. With Book Week coming along soon, November 12–18, now is a good time to adopt its slogan, "Make Friends with Books."

Sure-fire Panacea.—Reputable physicians have always looked askance at cure-all remedies, but W. W. Bauer, M.D., director of the American Medical Association's Bureau of Health Education, has compounded one that his professional brothers heartily endorse: "Take three parts of the kindness, personal interest, and knowledge of human nature of the old-fashioned, horse-and-buggy doctor; mix well with one part of the spirit of service and self-sacrifice; and apply liberally to the human factor involved in every illness."

Counsel on Curriculum.—Have you a curriculum problem? If so, you may soon be able to find a solution at New York's new curriculum center. Approved last summer by the city's board of education, the service will investigate

curriculum difficulties, put on demonstrations of teaching techniques, and hold exhibitions of textbooks, audio-visual materials, and other up-to-date education aids.

Old Friend, New Name.—In Canada the national organization of parents and teachers has long been known as the Canadian Federation of Home and School. At the annual convention last September, recognizing that many of its local associations are familiarly called parent-teacher units, the organization changed its name to the Canadian Home and School and Parent-Teacher Federation.

Buttons and Bows.—Among the minor irritations of daily living are buttons that keep coming off and must be sewed on again and shoelaces that perversely come untied a dozen times a day. But American ingenuity has risen to the challenge. You can now buy elastic shoelaces that adjust to the feet and permit shoes to be slipped on and off without retying, and a button that can be pinned on with a safety clasp yet swivels so that the garment isn't pulled to pieces by tugging fingers.

Country Neighbors.—No longer is the woman who lives on a farm cut off from contact with the larger world community. This was vividly demonstrated last September when nearly a thousand housewives from twenty-five nations assembled in Copenhagen, Denmark, to attend a congress organized by the Associated Country Women of the World. Among other things they discussed ways of improving the standard of living in rural homes and of promoting exchange visits between school children.

Teaching by Television.—The living room may fast be transformed into a study hall if more schools follow the lead of the University of Michigan. Drawing on its total resources, Michigan has inaugurated televised home study courses directed toward a potential "class" of a million adults. A special certificate will be awarded those who pass their final examinations.

Homeward Bound.—Here's a fact of interest to you if a favorite dog or cat has found its way back home all by itself from a distant spot. Even lobsters have the homing instinct. Not long ago scientists at the Bermuda Biological Station caught some spiny lobsters, marked them, and turned them loose many miles away. From three days to a month later, 20 per cent of those lobsters were recaptured at the original site.

A Notice to Our Subscribers

If the first two code figures just below your name and address on this issue of the magazine are 12–50, this means that your subscription will expire with the December *National Parent-Teacher*. We suggest that you renew it now to avoid delay in receiving the January issue. Send \$1.25 to the National Parent-Teacher, 600 South Michigan Boulevard, Chicago 5, Illinois.



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Reading Is Living

John T. Frederick

READING IS CONTAGIOUS. It can be caught. I'm not at all sure that it can be taught. I mean, of course, reading for its own sake, reading for pleasure, reading for experience—what I am tempted to call *real* reading.

There is another kind of reading, one that is a fundamental necessity in the work of the world. This is utilitarian reading—reading for needed information, reading for business and professional purposes, reading for practical use. Reading of this kind *can* be taught, and is taught, very well indeed. Possibly most of our thinking about reading is directed toward this kind. Most of our teaching procedures are geared to its requirements, and perhaps it is right that this should be so. Certainly reading for use is of primary importance in any plan of education.

But we are doing a grave injustice to ourselves as persons—and as teachers and parents, to our chil-

dren and pupils—if we leave the other kind of reading out of our thinking altogether. Reading of this other kind has no practical, direct application to everyday affairs. It has no more to do with making a living than does watching a sunset or listening to Beethoven. It *is* living. When we think of education in terms of guiding and helping the development of the human person, of growth in capacity for rich and significant experience, we see its importance.

Two Worlds, Both Real

A curious distinction is customary, in our speaking and in our thinking, between what we call *real* experience and what we call *imagi-*native, or vicarious, experience. When we go to the supermarket and buy beans and spinach and tomato juice, when we meet a friend on the corner and talk about the weather or Dorothy's tonsils, that is *real* experience. But when

we sit by the reading lamp of an evening and turn the pages of *Anna Karenina* or *The Magic Mountain* or *The Wall*, that is *imaginative* experience. The usual assumption is that experience of this kind is somehow of an inferior order—that it doesn't really matter very much; that it's an artificial and merely decorative embroidery on the real tissue of living, which can be left off without essential loss.

I think this assumption is false. I hold that imaginative experience can and often does hold more absolute meaning and value for us as human persons, judged by any rational standards, than all but a very small fraction of what we ordinarily call real experience. I think that most of us, if we stop to think, will agree that there are people we have come to know in books who have meant more to us through the years than any but a very few of the people we have known in flesh and blood.

Reading That Matters

Yet there are many people, as we all know, to whom this world of books, of experience through reading, is a closed world. They may read, in the other sense, very effectively indeed: business letters, stock market reports, technical articles. But of reading as living they are wholly unaware. Again, there are untold millions of Americans who do indeed live through reading, very extensively and eagerly, but the experience they seek and find in books is such as will confuse and distort rather than clarify their sense of values, such as will degrade and ultimately destroy. And if reading is living, if our imaginative experience through reading is a real one, then it follows inescapably that what we read matters—and matters a great deal—to us.

Like other forms of conduct, reading molds us. We become what we read, just as we become what

we do. Nothing that we read is without its effect. We cannot let our minds be inhabited and dominated by the cheap, the ugly, and the evil without being in some degree shaped and modified by that experience.

Here, then, is our problem as teachers and parents: to open and reveal to our pupils and our children the limitless richness of the world of books and to help them find and prefer in that world the experience that is nourishing and strengthening, sound and true.

Enthusiasm That's Contagious

I believe the best method of solving this problem, perhaps the only method, is for us to lead the way. If we want our children and our pupils to be readers, we must be readers ourselves. If we want them to read richly and rewardingly, we ourselves must read well. Nor will means-to-an-end thinking suffice us. If we read from a sense of duty, we're going to be doubly defeated. We must enjoy what we read, find in it an active sense of personal reward. Only so can we grow as readers—and in the process help others to grow.

This means clearly, as the first and minimum essential, that we must somehow make more time in our busy lives for doing what I have called reading for its own sake. We must face gravely and honestly the degree to which we are failing our pupils and children—and failing ourselves—by our neglect of the kind of reading in which we would find refreshment, growth, and significant pleasure. We must acknowledge the degree to which, in this matter, so many of us are cases of arrested development. We must reckon with the enthusiasms we have let wither from neglect. And then we must decide which of the activities that crowd our days can and must be spared because they mean less to us than the rewards we shall find in books.

Planned Pleasure

I think it will help if we allow ourselves to cultivate a reading hobby, follow rather consistently an old liking or a new one. In recent years, if I may use a personal example, I have found very deep satisfaction in reading the work of William Dean Howells. Pioneer realist that he was, Howells portrayed no heroes or heroines in the traditional sense. He did portray genuinely human men and women, with all their inconsistencies, their frequent weakness and occasional strength. He portrayed them with deep insight and compassion, and at the same time with a never failing sense of humor. To me his unpretentious style is a source of perennial delight, and his people are permanent additions to my circle of acquaintances.

Moreover, Howells was a Christian and a gentleman. He had a strong sense of the moral obligation of the novelist to his reader. This means that his work is marked by a fastidiousness, both in substance and in expression, that our ultrarealistic writers of the 1920's ridiculed and decried. Now he is being seen more clearly. Perhaps others can find in such books as *Annie Kilburn* and *The Quality of Mercy* the same lively pleasure that I have been finding.

There are many books, of course, both old and new, that we can enjoy directly with younger readers. Surely he is to be pitied who can't find refreshment and delight in *The Wind in the Willows* or *Through the Looking-Glass*, in *Treasure Island* or *Huckleberry Finn*, to mention only obvious examples (H. L. Mencken once said that he had read *Huckleberry Finn* twenty-eight times!). But I think the essential thing is to give ourselves the chance to find out for our own sakes the significant pleasure of real reading. In so far as we truly know this joy, we shall be able to reveal it to others.

This is the third article in the adolescent series of the "Growing Toward Maturity" study courses.



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WAR UNDECLARED is raging on many a home front, with no newspaper correspondents present to report the appalling casualties. And not many parents who let themselves engage in wordy warfare with an adolescent son or daughter, or shout poisonous tongue-bombs from ambush, would like recordings made of their side of the conflict.

Of course, it would be difficult to imagine a family whose members are never vexed at one another. Nor would it be easy to imagine this vexation as never betrayed in words between parents, between a parent and child, or between children. No irritations and no ugly utterances in a family? That's too much to expect. Yet a minimum of mutual annoyances (approaching zero) might well be a reasonable goal for parents and children alike.

To be sure, there may be tensions between members of the family, without ugly words or actions, and sometimes these long pent-up irritations can be more harmful than temporary explosions. When one parent, for example, doesn't want to express in words his anger toward a son, daughter, or spouse and just goes around "mad," the ill effects can be worse than a pitched battle. Even though not a single ugly word is spoken, his or her demeanor and tone of voice may be very eloquent indeed. And certainly

Must Families Feud?

Garry Cleveland Myers and
Caroline Clark Myers

What's the temper reading at your house?

Usually fair and moderate?

Or do angry words and hurt feelings keep the family at fever pitch most of the time?

It's only natural for brothers and sisters and even parents and children to rub each other the wrong way now and then.

But when there's constant friction it's time to diagnose the trouble. How to keep the home a haven of harmony instead of a center of tension should be every parent's first concern.

such tensions can be felt not only by the two or more persons involved but also by all the rest of the family.

Some people argue that it is better for parents to blow up when they feel like it than to simmer in silence. But this argument assumes that no one can really reduce or prevent violent anger in himself and that an explosion gives relief to the angry one without damage to other persons. Yet we all know that neither point is true. We can keep ourselves from going into a rage, even under strong provocation. Moreover, angry words may be bombs that set off more bombs—and even generate new bombs.

On the other hand, a most wholesome family atmosphere can be achieved when parents are realistic enough to expect some irritations and angry explosions but will work together to reduce these troublesome periods. They will take stock of the manageable factors in the environment which help to cause irritation—radio or television programs, to name a very frequent cause of tension. They will feel it important for each member of the family to

have sufficient sleep. They will evaluate their plans to see that neither they nor their children are carrying on activities beyond their physical energies.

Tinder for Tempers

Often the cause of verbal strife has been something the son or daughter did or failed to do the night before. At Sunday breakfast Father glowers upon young Jack. "Where did you take your date last night to use up eight gallons of gas?" Or Mother sighs wearily at Muriel. "What do you mean by staying out until one-thirty? I was so worried I couldn't sleep at all." Or perhaps Father or Mother remains silently "mad" throughout breakfast as a way of showing his or her strong disapproval of the person Jack or Muriel dated the night before. Often the "mad" state may arise over the family car or over the child's failure to share in certain home duties and responsibilities before getting ready for the date. Such behavior by a parent toward a child is not basically unlike that of one child's saying to another, "I'm mad at you. I won't play with you." When we adults act in such manner toward any other person, we revert to very childish ways.

We may act no less childishly when we engage in verbal battles with our boys and girls. Unaware that our behavior is infantile, we parents often assume that, because of our authority and responsibility, we should always have the last word. When our child keeps talking back, rightly or wrongly, we think he is disrespectful. Usually we talk back again to him without any qualms, but woe unto him if he turns the tables on us. We *will* have the last word if it takes all night!

Often a full-scale family feud develops when children are quarreling among themselves and parents try to stop them. Whenever there are several growing children in the family there is sure to be considerable quarreling. Preschool youngsters will argue over possessions and privileges. From six to twelve they will fight about the privileges, duties, and responsibilities expected of them. "Your allowance is all gone, so Mom shouldn't let you go to the movies. It's not *fair*!" In early adolescence word battles over personal ideas and opinions come to the fore.

Suppose Mom or Dad interrupts any of these high-pitched arguments. Immediately one child or another feels sure his parent is siding against *him*. He may turn his wrath on that parent forthwith—a noisy but healthy reaction. More subtle and far-reaching is a child's feeling that he does not stand so well with his parents as does his brother or sister. The anxiety produced by this feeling can be a constant and a serious source of conflict. To counteract or forestall it, both parents should do everything in their power to make each child feel he is secure in the family group as a person, that his rights and possessions will be protected and respected, and that his duties and obligations in the family are fair and just. In the family council all such matters can be talked over to good advantage in a spirit of calmness and good humor.

Quarrels between younger brothers and sisters need wise handling. If the children aren't endangering each other or the family property or disturbing the neighbors, why bother them? They may be getting some useful education in human nature. If the blows get too hot and heavy or the voices too loud we may eventually want to separate them for our own sanity—and that's all right, too.

Adolescents in Arms

Between adolescents the battles are usually only verbal. Here detachment is the right treatment. Parental emotion will feed the flames, whereas a calm remark or an amused silence can render the wordy warriors more amicable and reasonable. The adolescent youth may be very sure he knows the truth, may be very opinionated. If we let his attitude vex us, we can become childish ourselves. But we lose nothing in letting him express his opinions, even letting him have the last word. We shall gain in the end, in fact, for he will gradually come to the conclusion that ours is the better way of handling disputes.

Most verbal conflicts between parents and adolescents arise over problems of guidance—on the one hand over freedoms and privileges that the youth desires and that we don't consider it wise to grant him; on the other hand over duties and responsibilities that we expect of him and that he doesn't



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choose to assume. Rare indeed is the family where such differences don't occur!

Occasionally parents are completely unprepared because they encounter very little resistance in their ways of guiding a child until he reaches adolescence. Then he rebels strongly, and it's a case of "I just can't do a *thing* with Robert—and, what's more, his father can't either!" This happens because the parents have not gradually helped the child toward increasing independence and self-responsibility.

It is also true that a good many parents, sensing the physical and moral hazards facing the adolescent, suddenly realize that in his early years they haven't given him the guidance and discipline so necessary to establish the self-controls required by teen-age freedom. But if they attempt to make up for lost time or restrict the youth for his own protection, they will only succeed in antagonizing him. Because neither Father nor Mother knows what to do at this point they may revert to childish ways, going about "mad" or firing volleys of harsh words. As he counterattacks, they battle harder on the offensive.

Even when things get to this point, all is not lost. Let both parents sit down together and decide what they are able to require of the youth without resort to angry words. Then let them consider how they can build on the best there is in him. They can be pretty sure that if they agree never again to open fire on him he will have too much sportsmanship to attack them unarmed.

Family life at its best is so rewarding—and such fun—that any fighting, especially wordy warfare, is pathetic. Since parents are often the aggressors in the early stages, the best hope for peace is that they will take the initiative in ceasing hostilities. There will of course be no unconditional surrender, but parents can and should be the first to "cease firing."

Formula for Peace

Much wordy warfare between the parent and the adolescent has grown out of the wide belief of many parents that a child should not be forbidden to do anything, even at two or three, or required to do anything, after five or six, until he is wholly convinced by reason that he should. And by all means reason with him, with all your available powers of convincing persuasion. But let no parent fool himself that he is "reasoning" if there is any anger and vexation in his heart or voice. When anger enters, reason usually flees.

It is usually best to do your reasoning before stating your decision or request, if you are sure it should be stated at all. Suppose, for instance, you feel that there is something your adolescent son or daughter should or should not do. You know before you make your request whether or not it will be respected. You have learned from past experience how Jack or Muriel will respond. If you are pretty sure that they

won't carry out or respect your demand, better save your breath and face. In this direction lies the hope of reducing verbal battles in many a home. What is there to be gained by issuing commands that you know beforehand will not be obeyed?

Some people say that if there is enough love and affection in the home there will not be much contention and strife, and they are right. Parents who show their affection by recognizing each child for the precious person he is, as well as by giving him physical signs of that affection, will be developing the child as an individual. For outward expressions of affection need to be supported by the child's knowledge that he is respected in and for himself—that he is not laughed at, that his questions are answered kindly, that his family tasks are commensurate with his abilities, and the like.

Living Up to Love

Yet showing affection to a child does not mean that he should always be allowed to do what he wishes to do or that he should be given instantly everything he says he wants. Unfortunate are the parents who think that affection means no restraint; lest personality be hampered and the child feel unloved. Before they realize it, they will have a child who does so many things he should be kept from doing and who refuses to cooperate so frequently that they will be vexed beyond all reason. They will begin to shout at him in loud, shrill tones. If he ignores the shouting, they will become more vexed. Finally mutual irritations will grow so strong that even words and gestures of endearment are saturated with anger.

It is easy to see how this relationship can persist and even grow worse when the child is in his teens. If we could more often balance our philosophy of love with adequate restraint, especially in the child's early years, we could make home a happy place for all the family, with a minimum of contention and strife. Perhaps too we would do well to remember that children learn the positive value of self-restraint from parents who practice it and exemplify it in the affairs of daily living. For self-discipline, like unselfish love, is a mark of true maturity.

And when battles do occur, let each one of us remember this simple platform that underlies all family relations: A child feels we really love him when he enjoys most of the time he spends with us; when he feels we understand him; when he senses we are always trying to imagine ourselves in his place; when he feels free to come to us often to talk about any matter of personal concern to him; and especially when he asks advice of us because he feels proud of us not only as parents but as persons who have really grown up.

See questions, program suggestions, and reading references on page 35.

WHAT'S HAPPENING IN

Education?



This department gives parents and teachers up-to-the-minute information on current educational trends, presented in the form of answers to questions from our readers. The director, William D. Boutwell, educator of broad experience, tells us what is going on in the schools of today and what may be expected in the schools of tomorrow.

● Recently I have been reading about "better schools" and "schools of the future" where groups of students in a given classroom use textbooks suited to their level of understanding and progress. I asked our supervising principal why we couldn't have the same textbook, graded in language and comprehension so that it would be suited to the abilities of above average, average, and below average groups. Each child could turn to page 17 and find the same picture and story, but the material would be presented differently to the three groups. Or, if this wouldn't be feasible, I asked him whether there couldn't be three separate textbooks written for the three levels.

His answer was that educators have been trying to do something of the sort for years, but textbook publishers maintain it would be too costly, would require three separate plates for each book instead of one, and so on. He also said that when our state adopted a new teaching program the educators had met with textbook company representatives to see whether the textbooks published for our use could be adapted to our new forms. The answer was that textbooks are published for the whole country, not just our state, and a new edition just for us would be too costly.

My suggestion was "Let's band together and publish our own, then." But the principal told me that when another state had done this some years ago the textbook companies had objected so strongly that the program was abandoned. This sounds like a pressure group. Is it?—Mrs. J. M.

Your objective is certainly a good one. Give as much personalized service to the child as possible. Adapt materials to his reading level. I am sure that

publishers will go along with you if you will try to understand their problems.

I happen to know quite a few textbook publishers. They are, in my opinion, the most high-minded, idealistic, devoted, and hard-working people in the entire field of education. Far from being pressure groups the textbook publishers have kept so much in the background that their very anonymity has given rise to some strange stories. As an industry textbook publishing companies live on the slenderest of profit margins. In these days of sky-high manufacturing costs that margin often disappears.

Do you know what it means to bring out a new textbook? Recently I saw the "diary" of a new social studies text soon to be issued. It began seven years ago. First the publishers made a systematic survey of courses of study. Then they sought out the best authors. They scouted for illustrations, which cost at least six dollars apiece. They had the manuscript checked by many authorities. They cut it down to bring the text within school budgets. Over this seven-year period the publishers invested thousands of dollars in that one book. It will be beautiful in addition to being good because the United States today prints the finest textbooks to be found anywhere in the world.

I saw those texts that were produced by the state, the ones your supervising principal mentioned. Their paper covers were a sad gray. There were few illustrations—no color plates, as I recall. More dismal pamphlets I never saw. If you look into the matter more deeply I think you will agree that today's textbook is one of the great achievements of American free enterprise. The textbook provides a dependable center of stability for the wide-swinging orbits of

children's interests. And in it the skillful teacher, aided by a supervisor, can find supplementary material for readers of all ability levels—not just three.

● *Our P.T.A. plans this year to give more attention to the United Nations and international peace. Can you tell us where to secure suitable films and other program materials?*—R. P. S.

You will want to obtain two new aids recently completed by the United Nations. Both have the same name, *There Shall Be Peace*. One version is a sixty-frame filmstrip, which is free and available from the Film Distribution Unit, United Nations, Lake Success, New York. The ten-minute film by the same name should be available from near-by film libraries. Ask your chairman of visual education and motion pictures to locate it for you.

The various nations have been sharing in the production of films, most of which will now be found in film libraries and of course have English commentaries. I can recommend especially *Defense of Peace* (12 minutes), which tells how the UN is organized; *Of Human Rights* (20 minutes); *UN at Work*, the story of the International Children's Emergency Fund; *Crossroads of Life*, Belgium's contribution on juvenile delinquency; and *That All May Learn*, a Mexican film on illiteracy. From the Film Distribution Unit you can also obtain a complete list of films and filmstrips.

I have just seen the proofs of a new low-cost pamphlet you will want, *UN—Its Record and Its Prospects*. Order it (single copy, 20 cents; reductions for bulk orders) from the Carnegie Endowment for International Peace, 405 West 117th Street, New York 27, New York. This is a gloves-off account written in what Rudolph Flesch would call "shirt-sleeve English." It tells how the UN got started and what it has done, describes the veto and its use, and comes right on down to the Korean crisis.

Other good sources of information are the American Association for the United Nations, 45 East Sixty-fifth Street, New York 21; Committee on International Relations, National Education Association, 1201 Sixteenth Street Northwest, Washington 6, D. C.; Department of Public Information, United Nations, Lake Success, New York; and the U.S. Office of Education, Washington 25, D. C.

● *My P.T.A. has taken up the question of what the schools should do in the present emergency. Should they simply continue doing what they are doing, or should they become part of the national defense effort? And if so, how?*—B. D. W.

You are not alone in being puzzled. Last September I attended the National Conference for Mobilization of Education in Washington, D. C. Representatives of nearly eighty educational organizations, including the National Congress of Parents and

Teachers, were on hand. They were puzzled when they came and still somewhat puzzled when they left.

The chief reason for our uncertainty is that we do not know "the fix we are in." The conflict in Korea was never considered a war, though many men have died in battle. Defense spokesmen at the conference made it clear that we are not in a period of mobilization because military authorities reserve that term for full-scale conflict. They told the educators that we are in a twilight zone between peace and mobilization. We are living in a "garrison state" that may go on for years. Boys now eight years old, they declared, can expect to be drafted into the armed forces when they come of age. President Truman sees a defense force of three million for an indefinite time.

"What kind of young people does defense require?" asked the educators. Defense authorities asked for no special training. "Give us resourceful men with wit and ingenuity to overcome obstacles."

After two days the educators reached conclusions that may give your group some guidance. Priority should be given to "citizenship, health and physical education, guidance, literacy, work-learn experience, and occupational adjustment, consumer education, and home and family life." So apparently the schools can best contribute to national defense by doing as well as possible what they are already doing.

Resourcefulness calls for more emphasis on student responsibility. Attention to current affairs is in order, for Americans must know what is going on in the world if they are to make wise decisions. Teach more about the United Nations. Immediate attention to civil defense against atom bombing is vital in major cities and defense industry centers. (For the official government document on this subject, send twenty-five cents to the Superintendent of Documents, Washington 25, D. C., for the pamphlet *United States Civil Defense*.)

We must keep our youth in school; defense requires well-trained personnel. We must keep our teachers, and this may not be easy when wages soar in defense plants and other industries.

I think our high schools must recognize that they are preparing youth for a new occupation—service in the armed forces—and that this means a big, new guidance problem. Many students, of course, will go to college and into officer training through the ROTC. At the Washington meeting I listened for some reference to universal military training; I heard none. This issue has been pushed into the background for the present.

Last of all, you will be glad to know that the organizations participating in this conference agreed to set up a single national office. Here is a source we can turn to for information and advice: the National Conference for Mobilization of Education, 1201 Sixteenth Street Northwest, Washington 6, D. C.

—WILLIAM D. BOUTWELL

This is the third article in the school-age series of the "Growing Toward Maturity" study courses.



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It's easy enough, in puzzlement or exasperation, to label a youngster "problem child." It's more difficult, but far more rewarding, to look behind his outward behavior for clues to inner disturbance. This article will help us to read those clues—and chart our course accordingly.

Peter Blos

When Is a Child a Real Problem?

WHEN A CHILD'S CONDUCT stumps us, when he doesn't behave as we would reasonably expect him to, and when nothing we can devise or invent will bring about a change in his attitude or his behavior—then we are quite likely to label him a problem child. Certainly his actions make problems for us, but are we not too hasty in deciding that he himself is a problem? Rather, he may be a child *with* a problem, for is not growing up one continuous problem-solving process? And, incidentally, is a child who has no problems to cope with better off than one who has to wrestle and battle his way through life? After all, when he works out his own personal difficulties, is he not gaining inner strength, a strength that will make it possible for him to stand up under a multitude of far greater difficulties later on?

Perhaps we should have in mind some more specific characteristics to look for before we decide that we have a problem child on our hands. Granted that the youngster is troubled about something, how do we go about discovering the root of his trouble, when he may not be willing—or able—to let us know directly?

First, we should find out whether the demands being made on him are within his capacity at this stage of his mental, physical, and emotional growth. Maybe the goals that have been set for him are too high. Time and again a child becomes disturbed because of too great expectations on the part of his elders. Suppose, for example, that a youngster with

lower than average mental capacity is given school-work well beyond his grasp. He will be under continuous strain at school and probably at home too. Either helpless resignation or futile rage will lead him into some unusual behavior that will alarm both his teachers and his parents. They will do all they can to change this behavior, yet to no avail. So long as their sole concern is to make him learn his lessons, there will be no progress, since his underlying difficulties remain untouched.

So let us always ask ourselves "Why is he acting this way? What is the real cause?" It may not be too easy to answer these questions, but they are the important ones.

Then again a child may be troubled not because of goals that are out of his reach but because the means taken to attain certain reasonable and practical goals are quite unsuitable. Parents have a right to look after a ten-year-old's health by seeing that he gets enough sleep every night. Yet young Dick almost became a behavior problem because his parents completely disregarded neighborhood standards and insisted on his going to bed unusually early. A boy of ten wants above all to be and act like his friends. He has a strong and impelling urge to be like everybody else his age. He also resists being babied. This combination of forces, if thwarted, can stir up all sorts of difficulties at home, in school, and in the community. Fortunately for Dick, his troubles were cleared up by a wise friend of the family who tact-



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fully explained to his father and mother some of the more satisfying ways of bringing up a husky, sociable youngster.

So we see that inappropriate educational measures, at home and at school, can easily produce disturbed children. Here, however, the cause does not lie in the child but in the misguided, unimaginative, or ignorant adult.

The Passing Phase

A third point to remember before we apply the label "problem child" and set out for the psychiatrist's office is the simple fact that we often blame the child when the environment is at fault. The exploratory urge of three-year-old Jenny can be an exasperating nuisance to Mother because she either has to watch Jenny every minute or reconcile herself to broken vases and tipped-over flowerpots. Nevertheless Jenny's behavior is quite natural for her age.

In the preadolescent child also the conventional manners and interests seem sometimes to suffer a sudden collapse. A mother once came in great alarm to consult me about her twelve-year-old son, just back from camp. The camp director had written her that Jack did not show the cooperative spirit he had shown in former summers. He had got into trouble with his counselor, asserting himself unduly and refusing all let's-talk-it-over offers. He made friends easily and, with his special gang, had sneaked away several times from supervised activities.

Nothing in this account of Jack's behavior seemed unusual for a twelve-year-old who was feeling his oats and taking his first daring steps toward independence from adults. He was not antisocial; he

simply wanted to avoid supervision. Since the camp director had not seen Jack for a year, he was unprepared for such a change and felt that the boy might be headed for trouble. I told the relieved mother that Jack's behavior showed no abnormalities and that he would outgrow this critical phase of his early adolescent years without permanent damage to his emotional growth—which he did.

Many of the so-called problems of children are similar to those of Jenny and Jack. Such phases, to be sure, are often hard on parents and teachers. However, they present no real problems to the child himself.

Growth That Ebbs and Flows

Now that we have considered these three important points we are almost ready for some sort of dependable basis on which to define a problem child. But let us first remind ourselves of certain findings that have emerged from recent work in child guidance and in the treatment of emotionally disturbed children. Among the most significant are findings that have to do with emotional growth.

Physical growth always impresses us with the constancy of its progress. Even though it comes to a temporary standstill every now and then, it is an ongoing process. We are all too likely to think that emotional, intellectual, and social growth follows that same kind of pattern, and we are often surprised and disappointed to find that it does not. For in growing up emotionally, mentally, and socially, any child will progress for a time, will seem to stand still for a time, and will actually slip back now and then as well. So our notion of steady progress has to be replaced by a new concept—that of a series of ups and downs that may baffle us for the time being but are nonetheless wholly normal.

Problems connected with this hill-and-valley growth pattern we might call *developmental* problems. They are to be expected to some degree in all children. For example, Edith, aged eleven, may begin to have trouble remembering things or find herself unable to concentrate even for a short time, but this does not mean that her mental powers are declining. However, neither her parents nor her teachers should sit back while nature takes its course. On the contrary, Edith needs plenty of adult reminders—needs, too, deliberate help to make her realize her conflicting strivings.

In addition to these developmental problems we also have to make allowances for the effects of accidental events on the growing child's personality. Birth, death, sickness, change of environment, crises in the parents' lives, and innumerable other events somehow have to be assimilated by the child, made a part of his emotional experience, and this effort will temporarily obstruct or retard his normal progress. Here we have to take the time factor into con-

sideration in order to test the child's capacity to adjust. If he is able to cope with these experiences by successful mastery, integration, and compromise, he will gain in maturity.

At last some light can be shed on our original question, "What is a real problem child?" If, after we have considered all the factors mentioned, the child's behavior still appears unaccountable, then our label of problem child seems not haphazard but well chosen and well founded. And now that we have sifted out the run-of-the-mill problems of normal youngsters we can recognize more easily certain characteristics of the real problem child.

Signs of Deep Distress

There are two patterns in the lives of such children that stand out with particular clarity. First, we usually find some serious and persistent lack in the scheme of his experiences—lack of friends; inability to play; disturbance in sleep, appetite, or elimination; persistent fears; inability to concentrate or learn in accordance with his mental capacity. Somehow the problem child's life is always impoverished, narrowed, more rigid than it normally should be. It appears that one aspect of his life is not playing a part in the growth of his total personality.

In the second place, we also note that a problem child reacts consistently in inappropriate ways to normal situations. For instance, after he has looked forward to some happy event, his joyous anticipation will be invariably followed by deep disappointment. Or, on the other hand, he may show no trace of anger or sorrow when ordinarily such emotions would be appropriate and understandable.

A case in which professional help was definitely needed is illustrated by a boy whose behavior was both inadequate and inappropriate. Robert, a very intelligent lad of ten, had never succeeded well in

school. At times his work was exceptionally good; at other times he almost failed. No amount of encouragement or support, either from home or from school, influenced this fluctuation. Robert wanted to succeed, but when he did succeed he immediately became lazy and indifferent. Then he would lie to his parents about school.

At home he made many demands on his mother, lavishing affection on her and behaving like a much younger child. He also imitated her in tastes, gait, and speech. Despite this demanding attitude, however, he never wanted presents for his birthday or Christmas. His parents, who were always generous and encouraging, were puzzled by his lack of wants. Then they discovered to their amazement that he had helped himself to a large sum of money from his mother's dresser drawer. With this he had bought himself some small but very expensive toys that could be easily hidden.

When confronted with his theft Robert confessed and asked his father to spank him so that he would not do it again. But he kept on stealing at monthly intervals, although his allowance was first raised and then reduced. The father, who traveled a good deal and had only occasional contacts with Robert, became increasingly disdainful of his son's character and left the matter of discipline entirely to the mother. Discouraged by the ineffectiveness of all her educational measures, the mother finally sought professional help.

Here we find a child with intellectual ability but without sustained achievement, a demanding child but also an aimless one, without strong desire or purpose. His behavior could not be changed by rational approaches, such as offering him presents or adjusting his allowance. The roots of his problem were far too deep to be reached by ordinary means.

Parents on Guard

If you are perplexed about your child's conduct, observe him calmly and open-mindedly and watch for these particular patterns. If he seems to be reacting to life either inadequately or inappropriately, by all means seek professional help.

It is perhaps unfortunate that parents often become more alarmed if a child's mental progress is retarded than if his social and emotional growth is hampered. For in both cases the child is suffering from some kind of deficiency, and this will ultimately disrupt the unity of his personality. The aim of the parents and teachers who guide him through his formative years is precisely to preserve and consolidate this unity. Through his behavior the problem child is telling them that he has failed to achieve it by himself and needs assistance to regain his emotional health.

See questions, program suggestions, and reading references on page 34.



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John Ridd's Thanksgiving

Graduates of the school of childhood are wont to forget most of what they learned through the experience of sheer youngness. Few remember how deeply they felt their loves and their losses—how dolefully they watched the world come to an end, as it did periodically.

Among those few is the well-loved writer of this story.

Robert P. Tristram Coffin

IT WAS the day before Thanksgiving, but Peter did not feel like giving any thanks at all. For this Thanksgiving meant the end of John Ridd. John was to be the centerpiece on the table, flanked on each crackling side by Peter's mother's browned potatoes. It was terrible. The hero of Peter's favorite story, *Lorna Doone*, was going to end his days on the blue willow platter and be eaten. Worse still, Peter was supposed to help eat him. Peter loved roast goose best of any meat. But he knew he never could eat a mouthful of this goose.

The eleven-year-old boy had had the whole upbringing of John Ridd from the time he had been a triangular bit of fluff that made noises like a set of small sleigh bells. John was the sole survivor of a batch of goslings the weasels had pounced upon one March night. The foster-mother hen had lost interest in him. She had left him in the lurch and

gone back to her gossips among the Plymouth Rocks. Peter had adopted John and brought him up. He had named him John Ridd. He couldn't think of a finer name to put on his round-eyed friend, who followed him around everywhere, than the name of the strong man who won the sweet Lorna away from the Doones of Exmoor.

It had been a splendid summer, thanks to the growing gray pet. Peter and John had done everything together. The young gander had discovered the pretty hemlock-lined cove where Peter went swimming every day. He followed the boy down there and joined him in the water in a swim. Peter had learned to dive that July. The gander had been as excited as Peter over Peter's new achievement. His voice was changing, but though it had become a husky squeak he applauded as hard as he could.

That was the day the two of them had built the

lean-to; that is, Peter had built it mostly, but the young gander had run his critical eye over the way Peter plaited the hemlock boughs together, and had helped with his beak here and there in the weaving. It was as snug a place as could be. It was just the bigness of Peter and his friend. They fitted it like two peas in a pod. It smelled of hot hemlock needles. Peter had warned John Ridd against growing too fast. There would not be room for them both if he did.

THE gander had even joined Peter in his chores. He went with the boy when he did his hoeing in the garden, though John Ridd never could be taught not to take a nip or two out of the tender young turnip tops as he waddled along the rows behind Peter. They were too tender and sweet for a gander to resist, and they grew out quickly again.

John Ridd had even taken to going after the cows with Peter every night. He had had hard work keeping up. But he rolled side to side along in back, bringing up the rear of the whole procession. Peter often had to wait for him to catch up. Sometimes the first stars were coming out by the time John Ridd blundered through the pasture gate.

When it came on September and Peter went back to school, the gander missed him sadly. He watched the path when it was time for the boy to come home. And when Peter hove in sight, John Ridd went honking and half flying down to meet him and fairly knocked the wind out of him.

Now the gander, fattened on the very turnips he had taken the nips out of and Peter had hoed, was going to be eaten. Poor John Ridd! Father had said just yesterday how nice it was they had their Thanksgiving dinner running around in their own yard. And this very afternoon father would take John Ridd to the woodshed, where he and Peter had gone so often to fetch the birch and fir wood, and poor John Ridd would never come out of that woodshed alive.

It was a sad end to a beautiful year and a beautiful friendship.

The day was all of a piece with Peter's sadness. It was dark. It was threatening now. But Peter was darker than even the day in his mind.

THE boy knew he must bid good-by to his gander. He did not feel like doing it. But he had to. He set his chin hard, the way father did when he had to do something he didn't like to do. He went out to the small hut he had built for his gander to keep him warm these frosty days. It was the last time he would go out to that hut. He wouldn't go out there any more. The winter snow would take the house for its own. It would drift the place full. Nothing but soundless dead snow would be there. It was terribly sad.

Peter walked slowly down the path. He took years, it seemed, going.

It was dinnertime when Peter came in. His father and mother and his brothers were already sitting at the table. The boy slipped into his place quickly. He wasn't sad any more. His eyes were shining. He was good and hungry, too, and he fell on his mother's new cream-o'-tartar biscuits and downed seven of them before he stopped.

IT WAS nearly dusk when the news spread around the farm. Their walking Thanksgiving dinner was gone! No John Ridd. Father had hunted high and low for the bird, but he hadn't found hide nor hair of him. He had sharpened up his best ax. Mother had kept her apron on for hours waiting to pluck the gander. But no sight or sound of him.

Father routed out all the boys, big and little. Peter went along, too. They looked everywhere. But no John Ridd.

"Well, doesn't that beat all! That bird is a smart one. He must have guessed something was in the air. He has flown the coop! He's a smart bird."

Father scratched his head. He made one more round of the farmyard. It was getting good and dark. It began to spit snow. No hope now of finding their dinner.

Peter's father gave up. He went in and put on his overshoes, got his lantern, and went on over to Dan Trefethen's house and bought him a twelve-pound goose. Mother sat up till all hours plucking the boughten bird.

It was about the happiest Thanksgiving young Peter had ever had. The snow was six inches deep on everything, and there would be enough for sliding down the steeper side of Cranberryhorn Hill all right after dinner. Two of Peter's favorite cousins



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sat one on each side of him at the table. The roast goose loomed as big as Cranberryhorn itself. Father sliced and sliced. Peter and his cousins and brothers ate and ate and ate. Not one of them could keep within a slice of Peter, though. Father gave Peter all the dark crackling skin the other boys did not want on their slices. Peter ate till he could hardly see out of his eyes.

The roast goose was just a flat, bare breastbone when they heard the honk. Peter jumped up and ran to the door. He threw it open. It was John Ridd. Big as life and fairly smiling all the length of his orange bill.

"Land o' Goshen!" mother cried. "That bird knew, and he hid away till he knew dinner was all over!"

"I guess there never was a smarter gander than this old fellow of ours!" And father banged his fist down hard on the table, and all the bowls of hot Indian pudding hopped up and down. "John Ridd's a daisy, he is! He deserves a good big dish of hot turnips for being so bright."

Peter was bent low over his gray friend on the doorstep. His sturdy back hid what he was up to. He worked fast.

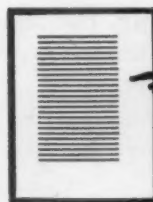
Peter was untying a long piece of rope, and a whole bough of hemlock that rope was hitched to, off John Ridd's chafed left leg. He got the whole business off and threw it in under the doorstep. He straightened up and faced his father.

"I'll go right out and fix the turnips for him, Pa," Peter said.

AND Peter did. Mother cooked up a big kettle of turnips. Peter rushed them out to the hut where John Ridd sat waiting. The gander honked a big honk and sailed into the smoking dish. His Thanksgiving dinner was late, but it was a beauty! The gander was half famished. He ate so many turnips he got one-sided with his crop. He ate so many turnips he had to keep shaking his neck each way to try to shake the turnips down. Peter ladled them out to his friend. John Ridd kinked his neck up in a bow, shook out the kink, and went after more of the golden, hot mash. He ate hard, but just the same found time between mouthfuls to hiss out his thanks to Peter. It was only a faint hiss, the gander was so full, but it was there, and John Ridd's eyes were running over with joy as well as the heat of the turnips.

And maybe, if there had been anyone there to notice it, John Ridd kind of winked at Peter with his off eye as he ate. He knew Peter knew why he had been so late to that Thanksgiving dinner. And he knew that Peter was the reason why he had not been right smack in the middle of it on a willow platter.

John Ridd hissed his thanks.



Contents Noted

IN OTHER MAGAZINES

"The Boy Who Played Alone."

(*Life*, September 25, 1950, page 121.) Four-year-old Mike was born deaf. Therefore the world of speech and sound was closed to him until last spring when he was enrolled in New York's Lexington School for the Deaf. Photographs show how Mike is learning to read lips and to speak so others can understand him. When he becomes proficient, as he probably will in a few years, he will be able to go to public school like other boys.

"Improving Our Education for Citizenship" by Stanley E. Dimond.

(*The Nation's Schools*, October 1950, page 31.) In an "open letter" to a new superintendent, Mr. Dimond passes on some valuable advice acquired from his five years as director of citizenship education in the Detroit Public Schools. Because emotional adjustment is "fundamental to all other aspects" of a citizenship program, he urges close attention to the relations between students and teachers. A thoughtful analysis of citizenship that probes beneath the surface of patriotism.

"UN on Film" by Vera Falconer.

(*Scholastic Teacher*, September 27, 1950, page 10-T.) Each year the United Nations produces about eight new movies and six new filmstrips describing its structure and problems. *Fate of a Child*, for example, dramatizes the tragic conditions of life in underdeveloped areas, and *International Cooperation at Work* tells how nations join forces to assure safety at sea, the delivery of mail, and forewarning of epidemics. This article gives valuable information on where to obtain such visual materials and will be especially useful to international relations chairmen. (See also "What's Happening in Education," page 19.)

"As 1960 Sees Us" by Norman Cousins.

(*The Saturday Review of Literature*, August 5, 1950, page 7.) Observing the fifth anniversary of Hiroshima, the editor of the *Saturday Review* makes two attempts to run ahead of history and look back on the 1950's. In his first gloomy report straggling remnants of humanity live among the ruins of the Third World War. But more tragic than the rubble around them is the attitude of these survivors, for they have lost even the will to rebuild. The second and cheerier report relates how aggression in Korea at last roused the American president and people to a supreme effort of clear thinking and decisive leadership so that the world became united in time to save itself from total destruction.

Elmer Davis, one of this country's leading news analysts, took his turn at reading the crystal ball and described what he saw in the *Saturday Review* for September 2. The 1950's, having just ended with a ninth world war, had been a decade of blunders—but one in which mankind was saved in the end.

The Child, August-September 1950.

No worker in the field of children's health will want to miss this notable issue of *The Child*, widely read publication of the U.S. Children's Bureau. It is devoted entirely to health. A distinguished list of experts contribute discussions on the health services needed by school-age children, the school as a fertile field for mental health efforts, testing children's eyesight, and helping children to hear better and speak clearly. The special health problems of adolescents and the frequently overlooked needs of the employed child come in for their fair share of attention.

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LOOKING INTO LEGISLATION

Ethel G. Brown

National Chairman, Committee on Legislation

"MARY, a new family moved into the Turner house yesterday. They have three children, and there's an older woman who must be the grandmother. I sent over a meat pie last night; I knew she hadn't any time to cook. Tommy says the children can speak Spanish, and all of them spin ropes almost as well as Hoppy. They came from Arizona or Texas or some other place out West. Let's run over together and see whether she'd like to go with us to the P.T.A. meeting. They probably square dance, too, and you know we need another couple."

This kind of neighborly chatter is as American as apple pie and is typical of the friendly way in which many communities receive newcomers. Other groups of new neighbors have been settling among us recently, and more are to follow—the displaced persons (please, let's not call them "DP's"), seeking a haven where they may worship and work in peace and freedom. All of them want to be made welcome, as who does not when he settles in a new home? Many, however, will need more than the casual kind of hospitality we extend to new residents from other states, adjoining counties, or the next town.

Haven for the Homeless

It is necessary for us to remember that most of these good people have suffered persecution and privation not calculated to inspire them with confidence in human nature—trials which would have crushed out any but the sternest spirits. A large proportion of them are families, and about a quarter of them are children under eighteen years of age. They have many skills and aptitudes, comprise many professions and trades. They are ready and willing to take their places as responsible members of our society.

When the European war ended, the occupation forces found themselves responsible for approximately eight million displaced persons—chiefly occupants of concentration camps, laborers brought by force into Germany, refugees who had fled before the advancing Russians, and prisoners of war. In a relatively short time almost seven million of them were voluntarily repatriated. Most of those who remained were Poles, Estonians, Latvians, Lithuanians, Ukrainians, Czechoslovakians, Hungarians, and Yugoslavs whose fears of religious, racial, or political persecution kept them from returning to their homelands.

Forcing these people to go back was contrary to the principles of the western allies. Yet it was obvious that the shattered economies of Italy, Austria, and Germany could not support additional thousands of persons, nor would

the refugees have been able to support themselves in hostile surroundings. The camps, besides being unsuited to normal living, were costly and could not be maintained indefinitely. The only remaining alternative was to find opportunities for resettlement in other countries.

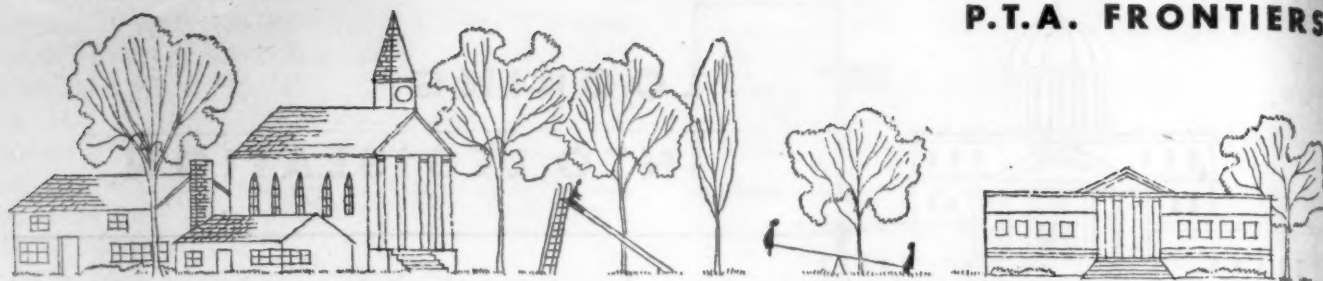
Under the UN the International Refugee Organization was established to expedite the solution of the problem of displaced persons everywhere and to assume responsibility for their assistance and protection. The United States has been contributing about 60 per cent of the budget of this agency. Before Congress passed the Displaced Persons Act of 1948, many countries were already accepting displaced persons from Europe. By January 1949 the number of cooperating countries had risen to seventy, and the number of displaced persons remaining in Italy and the western areas of Germany and Austria had been reduced to 770,000.

The 1948 act (1) provided for admission of 205,000 displaced persons from June 30, 1948, to July 1, 1950; (2) declared eligible only those present in allied zones on December 22, 1945, thus automatically excluding recent iron curtain refugees; (3) required that 40 per cent of the visas be issued to persons from countries annexed by a foreign power (in effect, from the Baltic countries) and 30 per cent to agriculturists; (4) stipulated that assurances must be given by American residents that displaced persons would not become public charges and would have suitable employment and housing without displacing other persons; and (5) provided for screening and investigation. The latter provision involves determination of eligibility by the Displaced Persons Commission; a security check by U.S. Army Counter Intelligence, the Berlin Document Center of Allied Military Government, and the FBI; health examinations by the U.S. Public Health Service; a further check and determination of admissibility under U.S. immigration laws by the U.S. Consular Service, which issues the visa; and a final recheck by the U.S. Immigration and Naturalization Service before the visa is stamped for entry and the applicant may leave Europe.

The Wider Welcome

Under the terms of the act approximately 165,000 persons were admitted before the expiration date of July 1, 1950. On June 19 the President signed into law certain amendments passed by Congress after many months of argument. The chief objections to the old law, all removed by the amendments, had been the 1945 date line and the preferential percentages for persons from the

(Continued on page 39)



Florida's Enterprise in Community Education

"IT'S THE BEST THING for families we've ever had in our town," said one woman to another as they walked out of the high school auditorium. And a teen-age youngster was heard to remark, "It's certainly cleared up a lot of questions I never could ask anybody!" They were commenting, in a very typical way, on one of the family life education institutes that have been held throughout the state of Florida for the last three years—from Pensacola to Jacksonville on the north, from Port St. Joe to Sarasota on the west coast, and at numerous points crisscrossing the interior from Tallahassee to Sebring.

It all started back in November 1947 when two university instructors and ten P.T.A. members opened the first institute in the town of Quincy. Earlier that year a speaker at the annual convention of the Florida Congress of Parents and Teachers had described some of the courses in family life education given at Florida State University. Immediately the congress was bombarded with scores of requests from local P.T.A.'s and county councils for just such education at the community level—where, they said, people needed it and wanted it.

The result was a state-wide program sponsored jointly by the Florida Congress, the General Extension Division of Florida, and the department of social work at Florida State University. In the three years since that original meeting forty-three different communities (usually towns but sometimes counties) have organized from one to four family life education institutes apiece—making a total of sixty-four, each with anywhere from ten to more than a thousand participants.

Essentially the institutes are community classes in family living. They are of two types—a two-day institute for adults and a five-day program for high school students, their parents, and their teachers. In many ways the classes are similar to the courses in home and family life or marriage and the family that are now well established in most American colleges and universities.

A Three-way Partnership

Apart from their more obvious values the institutes are a fine example of how three state-wide or-

ganizations can work cooperatively to build an educational program that the citizens of the state earnestly need and desire. The Florida Congress not only did its share of the initial planning but has added immeasurably to the effectiveness of the program. Lectures, conferences, and classes on family relations have had a prominent place at state conventions and other meetings. Local units supplying sponsorship for the institutes are given credit toward the blue ribbon association award.

The General Extension Division, legally established arm for Florida's state-supported institutions of higher learning, undertook to plan and finance the two-day institutes for adults. The Division also provides needed teaching aids, such as books and films, for the use of the instructors. These persons are all faculty members from Florida State University, which from the beginning has volunteered to supply teachers for the institutes.

Custom-built for Community Needs

The shorter institute, for adults only, includes two evening meetings devoted to instruction and group discussion. In addition, the instructor will always speak before civic clubs or meet any other appointments—personal counseling interviews, for instance—arranged for him by the local chairman. This institute costs the community sponsors fifteen dollars. The college instructor's travel expenses and other costs are borne by the General Extension Division.

The longer institute, for young people and adults, was developed in the second year of the program. It is made available to high schools sending in a request through the county board of public instruction, the school principal, and the P.T.A. During the five days of the institute, regularly scheduled classes are held for students, meeting in three sections of approximately fifty students each. For parents and teachers there are two evening classes similar to those given in the adult institutes. One of the other evenings is devoted to a youth-adult panel discussion of the week's work, and the last night is given over to an evaluation of the institute, with both grownups and students participating. No charge is made for these five-day sessions.

Thus far only eighteen high schools have had institutes, though many more have been requested. During the academic year, however, the instructors cannot often leave their own college classes for a week at a time.

The General Extension Division has placed the matter of local organization for the institutes in the hands of the P.T.A. in each community. A special chairman is appointed, and the P.T.A. assumes full responsibility for every phase of the institute except the actual teaching. The Division has expanded its original one-page sheet of suggestions for these chairmen into a twenty-page handbook covering all phases of the work from registration to newspaper publicity. This extension technique has proved highly successful, and the Division feels it has created a tremendous amount of local interest in the program.

To Be Continued

Heartening indeed is the evidence that the family life education institutes reach a true cross section of

Leaders of the South Broward High School institute are eagerly interested in the extensive and up-to-date library that travels to every family life education institute.



© Herb Winter



© University of Florida

Students, parents, and teachers join in a lively panel discussion at the Seabreeze High School institute.

most communities. Up to now 18,177 Floridians have registered, including 2,865 high school students. Approximately a thousand local civic groups have sent representatives to the adult institutes, and the instructors have addressed another hundred groups at their own meetings. Perhaps the most dependable measure of the success of the family life education institutes is the simple fact that it has never been possible to meet all requests for these classes.

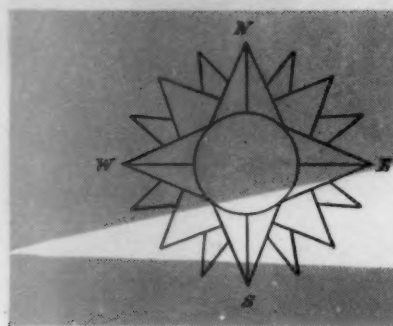
Although education for marriage and family living is not yet part of the required course of study in Florida schools, parents, teachers, and students are becoming more and more insistent that it be made so. The prospects look favorable, but even after the curricular changes have been effected, there will still be a shortage of trained educators in this field. Until the ranks have been filled, the family life institutes will continue to bring information—in the form of class instruction, audio-visual aids, books, and other reference materials—to as many of Florida's citizens as possible every year.

—HAZEL L. BOWMAN

FOR MANY MONTHS now both private and public agencies have been busy mobilizing facts about the conditions in America known to affect the well-being of children. At last the climax toward which all their work has been directed is at hand. Next month the Midcentury White House Conference on Children and Youth will convene in Washington, D. C. Starting on Sunday, December 3, and lasting through Friday, December 8, each day will be spent in intensive study and discussion.

This long-awaited conference, the fifth in a series of child welfare conferences called by a President of the United States since 1910, will be formally opened on Sunday evening by Oscar R. Ewing, Federal Security Administrator. Monday the delegates will be organized into eight information sessions and thirty-six working groups. On Wednesday night the general session will be addressed by Harry S. Truman, President of the United States. Thursday will be primarily a day of reporting, when the various groups will present their recommendations to the Conference as a whole and the follow-up committee will suggest how those recommendations can be carried out in a concerted drive by community, state, and nation.

Several officers representing the National Congress of Parents and Teachers will participate in the Midcentury White House Conference. The editor of the National Parent-Teacher, together with other members of the press, will be on hand to cover the Conference. A full account will be carried in a future issue of this magazine.



SEARCHLIGHTS AND COMPASS POINTS

Guidance for Group Leaders

Franklyn S. Haiman

*Instructor in Public Speaking, School of Speech,
Northwestern University*

IN ORDER TO be an effective discussion leader, a person needs not only to have a battery of techniques at his disposal; he needs also to have an understanding of the values and limitations of the discussion method.

Some Specific Values

The first value I would like to suggest is that *the only ideas people fully understand are those they themselves have helped to formulate*. This is an idea that is beginning to be supported by scientific experimental data. Experiments being conducted in the field of education tend to show, for example, that students learning by the discussion method seem to retain more knowledge for a longer time than those learning by the lecture method.

This is certainly no more than common sense. All of you who took geometry in school remember that you had a better understanding of axioms and formulas when you had derived them yourselves and knew the whys and wherefores of them. The whole progressive education movement was a recognition of the fact that not enough was being accomplished by the traditional recitation procedure. If students were going to learn, they would have to participate more fully in the learning experience.

A second value—and this one too is backed by scientific data—is that *decisions made by a group are more solidly supported than an edict handed down from above*. When a group works together and comes to a decision, that decision is likely to be eagerly upheld. This is not something new and bright that has just emerged from scientific research. Again, it is common sense. Thomas Jefferson in his first inaugural address said he believed that the democratic method of governing was the only kind in which individuals would "meet invasions of the public order as their own personal concern." In short, he felt that when people participate in the making of a policy they will then want to support that policy.

A third value is that the discussion method draws upon

all available human resources; it taps all the material that is at hand. Although it would be a mistake simply to give our blanket endorsement to the old saying that two heads are better than one, certainly when we have a lot of people participating, we have more checks and balances on ideas, more sources of ideas, and a greater validity in the conclusions reached.

Another value is that *the discussion method provides training in leadership*. It is a learning experience for the participants. As such it tends to give them an attitude of responsibility so that if something happens to the designated leadership, the group will not fall apart but will itself assume the initiative.

A fifth value of this method is that *those who disagree with a group decision can express their discontent*. Even though they have to abide by that decision they have a chance to express their feelings about it. It would seem at first glance that there isn't too much of value here. Henry David Thoreau, in protest against this kind of thinking, once said, "How can you enjoy your opinion if your opinion is that you are discontented?" But modern psychology would prove him wrong because there seems to be some wholesome cathartic effect in just letting others know you are unhappy.

A no less important value, though the last on my list, is that *as a result of these expressions of discontent we have the only real source of progress in any organization or any social unit*. Only through differences, through clashes of opinion, through the give-and-take of discussion, do we become a dynamic, forward-moving group. The dictators of history have sought the great goal of absolute conformity, only to discover that it is a hollow triumph. If everyone agrees with the present situation and no one deviates, there is no incentive, no motive for any kind of change or progress.

One of the big difficulties in discussion leadership is that each and every one of us has a certain intolerance of dif-

ferences. We become frustrated at this democratic process. We get impatient with the man who, when we think we have agreement, pops up and says no, he doesn't like this. Our desire for getting things done leads us to become upset by these expressions of difference. Yet I think that a certain amount of this feeling of frustration is not only inevitable but healthy. We do have to get action. We do have to agree on something in order to do something together. But we can carry that desire for efficiency and conformity too far. We can carry it to the point of seeking something that does not exist and probably never will exist except in our own imaginations.

Certain Limitations

This leads naturally to my next point—the limitations of the discussion method, for every effective leader should understand what cannot be done, as well as what can be done, by discussion. It seems to me that five factors limit the applications of discussion and necessitate certain authoritarian techniques of leadership.

The first is the fact of *inequality*, the fact that there is a difference between what one person knows and the other person does not know; the fact that one person has the experiences which the other person has not had. It is a mistake to assume in such a situation that much can be done by discussion. There first has to be a certain amount of information giving—and taking. Far too many of us have the mistaken idea that lecturing is bad, that authority is bad. This mistake we have recognized in our educational system. After swinging from authoritarian schools to the extremes of progressive education, where there was little or no authority, we are coming back to the middle of the road, aiming at a blend of authority and freedom.

A second limitation of the discussion method is what I call the *abstract nature of social policies*. In discussion we are on a verbal level. Any decisions we come to, any policies we agree upon are phrased in words and written down in words. But there is a big gap between the world of words and the world of action. Somebody has to put the verbal policy into effect and apply it to definite situations.

Congress, let's say, passes a law providing that wounded veterans are entitled to free homes. How does that apply to the G.I. who cuts his finger at Fort Sheridan celebrating victory on V-J Day? So here again it is a mistake to assume that you can do everything by discussion. The more practical, more realistic view is that the group sets its general policies by discussion and that those policies are then put into effect by the executive leaders of the group.

A third limitation is what I call the *tyranny of indecision and the worship of consensus*. We are in danger of carrying discussion too far if we think that everything must be discussed and democratically decided, that we must have complete group agreement on everything we do. Of course it is desirable to extend the democratic method as far as possible, but when you go too far with it you get something like this:

The leader comes in and he wants to be a democratic leader, so he says, "Our first job here is to set up the agenda. What would you like to talk about?" The group makes a list of fifteen or twenty topics, and the leader looks at the list and says, "How are we going to decide which of these we ought to discuss?" and someone says, "I think

we ought to vote on the list," and someone else says, "Why don't we start at number one and go right down?" Somebody else has another idea. So then the problem is how you are going to decide what you are going to discuss. And then the group discusses how they are going to discuss what they are going to discuss, and at some point somebody has to assert some authority as a leader and say, "Let's vote on this," or "Let's vote on this," or "Let's take this one first and then follow it with this one."

A fourth limitation is the *obstacle of size or numbers*. Almost all the values that I suggested earlier—and many more besides—assume a situation in which everyone is able to participate. But as the group grows beyond twenty, it becomes increasingly difficult to provide that chance. What we must do then is compromise with the purely democratic method, and there are all sorts of techniques for doing this. In our country, for example, we have a representative system of government where one person carries majority opinion from the smaller group to the larger group. We make applications of this same practice in P.T.A. meetings and in other large meetings.

A final limitation, and one that I think is vitally important, is the *absence of a common objective* among the members of the group. If the discussion method is to work, there must be some basis of agreement in the group, some common goal, even though there may be an infinite variety of opinions on the means of reaching this goal.

Labor-management conferences, for instance, can discuss their problems effectively only so long as there is a basic desire on the part of both management and labor to get back into production and work together. Where either labor or management feels that it would rather ruin the other than solve the problem, discussion does not work.

Last summer in the United Nations Security Council discussion did not work too well. Why? Because there was no common objective, no group goal. Mr. Malik had one objective, and the American, British, and Chinese representatives had another. They were all waiting to see what was going to happen in Korea.

Wherever there are two irreconcilable goals one side has to win and the other has to lose. In such cases we must resort to the traditional democratic process of debating the issue out, taking a vote, and deciding by majority rule, or else resort to force. However, some people abhor taking a vote and abhor debate. Everything must be cooperative, friendly discussion. We must not take votes; we must get everybody to agree. Sometimes you cannot do that. Sometimes there is a basic split in the group, and the question has to be settled by majority rule.

These, then, are the general values and limitations of the discussion method. As for the techniques of leading discussion groups, they can vary a great deal. What you do as a discussion leader might be exactly the opposite of what someone else does. Yet both methods might work if your attitude was basically a democratic one, if the people in the group felt you were really interested in their points of view, really trying to help them solve their own problems rather than steering them toward some foregone conclusion of your own.

Note: This is the first of two articles by Professor Haiman on group leadership. The second article, on group dynamics, will appear next month.



AT THE TURN OF THE DIAL

Thomas D. Rishworth

*National Chairman, Committee on Radio and Television, and
Director of Radio House, University of Texas*

RECENT REPORTS indicate that the number of radio stations owned and operated by schools, colleges, and other educational institutions is constantly increasing. These outlets offer the parents and teachers of every state an excellent opportunity to develop programs for classroom listening. Therefore in response to many requests we are presenting this month a number of suggestions for the best possible use of school broadcasts. We begin with some general recommendations to the teacher:

1. Be sure that the radio receiver is tuned properly so that it can be heard clearly by the entire class. Adjust the tone control to the treble position.
2. Before the broadcast have the receiver in operation but set at lowest volume. Then turn it up when the program starts.
3. See that everyone in class is comfortably seated.
4. Avoid unnecessary interruptions during the listening period.
5. Keep the group smaller than fifty, if possible; otherwise students will not derive maximum benefit from the broadcast.
6. Sit toward the front of the room in a position to see and be seen by the class. Appear obviously interested in the program.
7. Discourage note-taking. It hinders the listening process and often distracts attention.
8. Point to certain words on the blackboard as they occur in the broadcast, or make use of diagrams or other visual material during the course of the program.
9. Though students usually look forward to each broadcast as an escape from routine, the truly effective broadcast is far more than a pleasant interlude. Students should realize they are expected to learn something from the program and to demonstrate what they have learned.

Activity is the key to the proper use of classroom radio—just as it is the key to most successful teaching. Wherever students listen passively to a broadcast, radio cannot be more than a time-waster. But the boy or girl who participates in some activity suggested by the broadcast will be able to use the information he has learned. For example, a program describing the telephone system will be doubly effective if the students are permitted to use a mock telephone and give imaginary instructions for a long distance call.

Learning by ear is best accomplished through some sort of repetition, for the impact of the spoken word is momentary. Like radio advertising that constantly repeats itself to achieve a maximum sales response, radio education must also achieve maximum teaching efficiency through its own forms of repetition: classroom discussion of the broadcast material, learning of the vocabulary and special terms to be used in the broadcast, and regular review of the radio lesson.

Using the outline for each program in the series as a guide, the teacher can assign specific study topics to the class well in advance of the broadcast. For example, if the

program is concerned with the city fire department, students may be asked to report on such questions as these: What are the chief causes of fires? How do we report a fire? How can we help prevent fires? Why are fire engines red? In our community what are the fire laws that concern exits in movie theaters? What should we do if a fire starts in the school auditorium?

Discussion—Before and After

These questions, as well as others asked by the students themselves, should be discussed before the broadcast for a period of not more than thirty minutes. If there is a fire station nearby a group of students can visit it and report on their visit at this time. Pertinent film slides or motion pictures can also be shown to provide further material for this preliminary discussion. Several students might design a series of posters on fire prevention; still others could build a display representing certain fire hazards. A diagram of the school building on the blackboard could show how the rooms and corridors are to be cleared quickly in case of fire.

After the broadcast is over, the class again embarks on a discussion, beginning with questions about new facts not previously covered and definitions of unfamiliar terms not defined earlier. If certain information given in the program does not agree with facts already learned, the students should be encouraged to challenge such information. Special activities can then be proposed and necessary assignments made. In the case of fire prevention, for instance, each student might survey the fire hazards in his own home and neighborhood. Or a group of boys and girls might present a play dramatizing the successive steps taken by the fire department after a fire is reported. It is important to remember that every class activity must go beyond mere review; it must reveal new interests, suggest new applications of the subject matter, provide experiences that enrich and inspire.

Just as the writers and producers of an educational radio program strive constantly to vary the techniques and approaches to each program, so the classroom teacher, too, should vary the routine of the discussions and projects that precede and follow the broadcasts. If the class is following a series of weekly radio programs, it will be necessary to review the earlier broadcasts once a week. Here again variety is important. Such a review need not be a cataloging of previously learned facts. It can be presented, on occasions, as a mock radio quiz or a spelldown. Or it can be conducted as a contest to see how many students can identify certain diagrams, charts, or other material used in the discussion of previous broadcasts.

At best the radio can only supplement the teacher, and in all good learning by radio the teacher is the important link between the radio and the student. It is he who translates the radio word into action, arouses the curiosity of the students about the new and perplexing world around them, and points toward that ever present question to be answered by each boy and girl: "How does this affect me?"



Poetry Lane

Wide and Deep

I am but a small, frail tree
Set in bitter ground,
But my roots reach wide and deep
For sustenance; they have found
Water under stubborn rock,
Cold and crystal clear;
Elements my leaf-buds crave.
I shall never fear
Summer drouth, the lightning's lance,
Winter's piercing cold,
Nor the thrust of warring winds:
These roots shall hold.

—MARION DOYLE

Storm at the Window

A silver gun of rain
Has shot the window pane,
And what I witness here—
A case of murder, clear—
Is death of trees and sky
And people going by.
How mortal was the blast
I'll know when storm has passed,
When up may rise the leaves
And clouds in purple sheaves
And, lovely on the walk,
The sound of human talk.

—JOSEPH CHERWINSKI

The Teacher to His Love

Darling, if I had courage—not the flame
(The flame I have, steady and bright and clear)—
How I would snatch a chalk stick without fear,
And decorate the blackboards with your name!
No hearts and flowers, no "Joey has a girl,"
No childish scrawlings to provoke the teacher;
Only your name upon the boards to feature
Letters that make a hundred flags unfurl.

For One Moving

Two will remember, after you have closed
The doors the last time; you will be persuaded
More peace was in the house than you had supposed,
You will see again the way sunlight invaded
The kitchen, mornings. You will seem to hear
The voices of the house, in unison,
Calling you back to it, year after year.
Two will remember, and the other one
Will be the house you loved remembering you.
It will not lightly let your laughter die;
It will pretend, sometimes, that you walk through
It, singing, once again, and it will lie
At night and dream of good years it has had.
Take this for comfort, when your heart is sad.

—ELAINE V. EMANS

Career Man

At nine a.m. he drives a bus with noisy skill and pride,
Shouting, "Now, then, move on back. Others want to ride."
At ten he's a policeman tramping up and down his beat,
Protecting homes from outlaw gangs along our quiet street.
At twelve he is a plumber, come to make our faucet tight,
But since it's noon he'll stay with us for just a little bite.
At two he is a fire chief, with his siren whistling loud
To guide his men through traffic and past the staring crowd.
By three he's captain of a ship upon the stormy seas:
He's had a wreck; his men are starved—A sandwich, if you please!
By six he is a doctor, curing sick folks night and day. . . .
Oh, is it really dinnertime? Yes, thank you, he will stay.
At seven-thirty he is done with all the world of men
And falls asleep upon my lap, my little boy again.

—CAROLINE CAIN DURKEE

But something doth make cowards of us all,
And I am frightened down by youthful eyes—
Those eyes that have the years I'd gladly borrow.
Therefore I stand, unheeding the moment's call;
Pick up the stub of chalk that nearest lies,
And merely write the assignment for tomorrow.

—JACOB C. SOLOVAY

Growing Toward Maturity

STUDY COURSE OUTLINES

I. Preschool Children

Directed by Hunter H. Comly, M.D.

"Talking Is a Social Thing" (See page 7 of this issue.)

Points for Discussion

1. Dr. Brown stresses that although certain skills can be learned alone, speech is learned only where there are other people—that is, in social situations. What are some of the more important social situations in the home where speech habits are developed?

2. Before he begins to talk, the baby finds many ways of communicating with his parents and older brothers and sisters. What are some of these? How do parents communicate with a baby before he understands spoken language? Do these methods make use of reward and punishment? How do they help prepare the child for more and more complex and accurate communication?

3. Skill in speech is one of countless rewards that a child gives his parents as he grows. What other skills is he expected to learn along with learning to talk? Which ones seem most important to you? Which ones seem most closely connected with speech? If the child failed to master some of these skills, would that influence his attempts at speech? Why or why not?

4. Growth in all areas is not a steady upward process. Rather it is marked by what appear to be waiting periods or even backslides. How do we recognize such backslides in speech development? In what social situations does this commonly occur? What are some good ways of dealing with these periods of altered growth rate?

5. Dr. Brown has mentioned one reason why punishment for lack of speech fails to produce results. What other reasons occur to you? If we consider that the child is *giving of himself* when he talks, how might punishment interfere with his ability or willingness to give? (Consider the interesting fact that we often describe speech as giving. We say "He has the gift of gab" or "She gave a talk.")

6. Roger, aged two and a half, says only "mama," "dada," "baby," and "no." He makes his wants known almost entirely by gesture. When he wants a drink of water he pulls at his mother's skirt and points. His mother asks her pediatrician what to do. Should she pretend she doesn't understand him until he says "wa-wa"? What would you recommend? How might it affect Roger's feelings if she pretends to misunderstand? How might it affect her own feelings? Is this an example of "adequate speech stimulation"?

7. How important is example in the development of good speech habits? Alfred, aged five, has just developed a tendency to repeat the first consonant of words when he starts to talk at mealtime ("d-dinner," "b-bread"). His playmate, Louis, who is five and a half, is regarded as a stutterer. What measures might Alfred's parents undertake to help him, both at mealtime and when he is at play? Should they call his attention to this "habit"? Would separation from Louis be the best plan? Why or why not?

8. Since communication is basic to understanding among all people, summarize the things parents can do to give young children the desire to talk freely and, later, the desire to express themselves accurately and well.

Program Suggestions

If the meeting is to open with a panel, symposium, or round table, consult the National Congress publication *Study-Discussion Group Techniques for Parent Education Leaders* for useful suggestions and reminders. The above "Points for Discussion" will provide a workable approach to Dr. Brown's article. Here, as in all programs, a good deal of time should be given over to informal group discussion. The leader will do well to bear in mind, however, that few topics are so likely to remind parents

of amusing anecdotes about their children. These stories are often time-consuming and tend to sidetrack the discussion.

Perhaps your community is fortunate enough to have a speech clinic, a college or university with a speech department, or a child guidance clinic. Ask one of the staff members to serve as speaker or resource person for this particular meeting. (A pediatrician or a psychologist interested in children's speech would also be an excellent choice.) If he gives a talk, it should be rather brief so that there will be plenty of opportunity for questions, comments, and general discussion.

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Articles in the *National Parent-Teacher*:

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Woodcock, Louise P. "Two; Three; Look at Me!" October 1945, pp. 7-9. Study course outline, p. 31.

II. School-age Children

Directed by Sidonie M. Gruenberg

"When Is a Child a Real Problem?" (See page 21 of this issue.)

Points for Discussion

1. What is the difference between the type of problem behavior in children that springs from deep-lying disturbances (and therefore needs professional attention) and the type that can be managed or resolved by ordinary means? Give examples.

2. Dr. Blos divides children's problems into five groups: (a) those created by inappropriate goals and demands; (b) those arising from inappropriate treatment and management of the child; (c) those created by an environment unfavorable to certain normal phases of child development; (d) those arising from the characteristically irregular pattern of social, emotional, and intellectual growth; and (e) those springing from sudden, unusual events in the child's world. Cite an illustration for each of the five, and then discuss how the problems illustrated should be handled by the child's parents and his teachers.

3. When a youngster's behavior regresses (that is, goes back to an earlier, less mature level) how can we tell whether this is part of the normal pattern of emotional growth or a danger signal?

4. Suppose you have a child whose problem behavior is annoying but not abnormal. What are some of the possible dangers if, in dealing with this phase, you and his teachers either (a) ignore the behavior or (b) make too much of it?

5. What help is available in your community for the seriously disturbed child, the real problem child? Can your P.T.A. do anything to see that these services are expanded or improved?

6. Discuss Dr. Blo's contention that some problems in a child's life constitute valuable, maturing experiences for him. Give several examples from your own experience. What is the difference in value between a problem that a child can and does solve and a problem that defeats him?

7. Show how an adult's problems are sometimes reflected in the behavior of the children under his care. Does this mean we should never share our problems with our children?

Program Suggestions

This topic, "When Is a Child a Real Problem?" is one that needs expert interpretation. Without an experienced child psychologist or educator-psychologist to present the topic and guide the discussion a study group may get into considerable difficulty. However, by reading as widely as possible in the references given below, members can prepare themselves to take full advantage of all that a well-informed leader can bring to the discussion. Under the best of circumstances the leader will still need to see that the meeting does not turn into an informal clinic and to keep the discussion on an objective, thoroughly realistic plane.

If your community has no psychological services available to its residents, you and your fellow members might encourage an investigation of the need and opportunity for securing such services. In this connection you can receive ready assistance from the Division on Community Clinics, National Committee for Mental Hygiene, 1790 Broadway, New York 19, New York.

References

Books:

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- Spring 1949 issue—"What Can Psychiatry Offer My Child?"
Fall 1950 issue—"Critical Times in Your Child's Life."

Articles in the National Parent-Teacher:

- Burlingame, C. Charles. "Guideposts to Mental Health," March 1948, pp. 4-6.
Hattwick, LaBerta A. "Little Fidgets Have Big Needs," November 1948, pp. 7-9. Study course outline, p. 34.
Hymes, James L., Jr. "Emotional Growing Pains," November 1947, pp. 14-16. Study course outline, p. 37.
Shirley, Hale F. "Preventing Emotional Problems," September 1949, pp. 7-9. Study course outline, p. 34.

Films:

Learning To Understand Children. In two parts. Part I, "A Diagnostic Approach," 21 minutes, sound; Part II, "A Remedial Program," 23 minutes, sound. McGraw-Hill Book Company, Text-Film Department, 330 West Forty-second Street, New York 18, New York. These two films describe the detection and management of a problem child at school and afford good material for discussion.

Note: This study program and bibliography were prepared by the staff of the Child Study Association of America, with special acknowledgment to Margaret Meigs.

III. Adolescents

Directed by Ralph H. Ojemann and Eva H. Grant
"Must Families Feud?" (See page 16 of this issue.)

Points for Discussion

1. What is wrong with the argument that it is better for parents to blow up when they feel like it than to repress their anger?
2. List some of the factors in the home environment that, if controlled, can help prevent irritations and explosions.
3. Compare the sources of conflict among children during

their preschool years, their elementary school years, and their adolescent years.

4. Over what problems are most verbal conflicts between parents and adolescents likely to arise? Why do our authors feel that "in any event wordy warfare is pathetic"? Describe several ways of reducing contention and strife in the home that you have found to be particularly effective.

5. Why is wholesome restraint of a child in his early years so important? How does it help establish a pattern for later self-control and respect for the other people in the family?

6. The family council, a technique that is valuable long before adolescence, takes on an added significance during the period of transition between childhood and adulthood. Enumerate some of the major outcomes of a family council conducted in a truly democratic fashion—outcomes related to the personal growth of both children and parents.

7. Do you believe that young people of fourteen or fifteen are in a position to determine (a) the proper time to get home from a date, (b) how much money to spend on their clothes, and (c) what subjects to take in high school? What factors must be taken into account if these matters are to be decided fairly? What are most adolescents trying to prove when they argue with their parents about privileges and obligations or rebel against certain rules and conventions?

8. What do teen-age brothers and sisters usually fight about? What course should parents pursue during the feuds?

9. What essential adolescent needs must be satisfied if the emotional climate of the home is to be a creative and happy one?

Program Suggestions

Our subject this month lends itself particularly well to the recently developed technique of role-playing—or sociodrama, as it is sometimes called. The scene or scenes to be enacted can be planned in advance of the meeting, or, if the group is adept at impromptu drama, several members can put on a spontaneous skit showing some of the situations that cause family friction. The kind of behavior thus enacted can then be discussed and evaluated by the rest of the group. The leader should direct the discussion in such a way as to bring in the various points listed above.

If desired, a panel can be set up to interpret the drama or dramas. When this device is used, the panel members can comment after the skit is finished, or they can break into it at strategic points. In this latter case the cast remains silent while the comments are being made, then proceeds as though there had been no interruption.

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- Alexander, Franz. *Emotional Maturity*. Committee on Mental Health, State Charities Aid Association, 105 East Twenty-second Street, New York 10, New York.
Calling All Teens—and Parents Too. Progress Press, 19 South Wells Street, Chicago 6, Illinois.
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- Auerbach, Aline B. "The Struggle for Independence," November 1949, pp. 19-21. Study course outline, p. 37.
Booker, Ivan A. "Democracy in the Teens," February 1949, pp. 4-6. Study course outline, p. 37.
Folsom, Joseph K. and Jean R. "The Promising Rebellion," December 1947, pp. 4-6. Study course outline, p. 39.

Films:

- You and Your Family*, 11 minutes, sound. Coronet Instructional Films, 65 East South Water Street, Chicago 1, Illinois.
You and Your Parents, 15 minutes, sound. Coronet Instructional Films.



Motion Picture Previews

HAS YOUR P.T.A. ever seen an actual demonstration of the classroom use of audio-visual materials? Although such demonstrations are most often used at national and state educational conferences, you can arrange one right in your own school. In the May 1950 issue of *Educational Screen*, Margaret W. Hudson, supervisor of audio-visual education in the Richmond, Virginia, public schools, describes a demonstration of this type for a P.T.A. meeting.

Louise Overton Brooks, fourth-grade teacher at Westhampton School in that city, was in charge. Her class was studying Norway, and she planned to use a 16mm film on that subject along with the geography text, library books, pictures, maps, and a globe. She previewed the film, planned her word-study list, selected her questions, and then invited the parents of all the children in the Westhampton School to attend the unrehearsed demonstration.

Nearly a thousand fathers and mothers came. On the stage of the school auditorium the fourth-grade boys and girls were seated at desks. There were maps and still pictures on bulletin boards, a portable blackboard, a projector and a screen, a portable microphone for the class and another by the teacher's desk for her use.

Following an introductory discussion of the topic, the film was shown to the class on the stage while the parents saw a duplicate print projected from the rear of the auditorium on a portable screen set at the right of the stage. The two films were marked to begin at the same place at the same time and to run simultaneously, in order that parents and pupils would see and hear the same thing. Afterward there was a lively class discussion during which a microphone was passed from pupil to pupil so that everyone could be heard throughout the auditorium.

An evaluation of the demonstration by Henry Durr, director of the State Bureau of Teaching Materials, Miss Brooks, and Mrs. Hudson further emphasized the value of audio-visual materials in the teaching process.

What the parents thought of the demonstration is clearly expressed by Mrs. T. Leonard George, president of the Westhampton P.T.A., in a letter to the editor of *Educational Screen*:

May I, as president of the Westhampton P.T.A., say that more favorable comments were heard about this program than about any other that has been given this year. Parents could see at first hand the real value of films as they fit into the educational program. Many parents, as they left, were heard to say, "I wish we had had things like that when we went to school. I enjoyed the movie, as it was a good one, but when I was reading about geography in my schooldays it would have meant a lot to me."

So I can evaluate this type of program and say it is a good way to help parents to understand the educational program of today. I'm sold on visual education. I believe more parents should be, too.

Let me recommend the use of this relatively easy and highly rewarding type of cooperative demonstration. Schools and P.T.A.'s throughout the nation will find such a project an excellent way to get better acquainted. Why not try it sometime?

—BRUCE E. MAHAN

DIRECTOR

BRUCE E. MAHAN, *National Chairman, Visual Education and Motion Pictures*

CHAIRMAN OF PREVIEWING COMMITTEE

MRS. ALBERT L. GARDNER

PREVIEW EDITOR, ENTERTAINMENT FILMS

MRS. LOUIS L. BUCKLIN

JUNIOR MATINEE

(From 8 to 14 years)

Bomba and the Hidden City—Monogram. Direction, Ford Beebe. Bomba, the Jungle Boy, who used to spend a considerable amount of time as the fearless protector and gentle friend of wild animals, is in this latest film almost immediately ensnared into cheaply sensational melodrama—an Arabian hodgepodge of greed, revenge, and murder. From the point of view of the story, the murderer Hassan undoubtedly meets his just deserts when he falls off a high cliff to his death, but Bomba's delighted laughter as he leads Hassan to his doom is unwholesome. Since Tarzan-like stories of jungle life have an endless fascination for children, it is unfortunate that crude sensationalism occupies so much of this picture. Cast: Johnny Sheffield, Sue England.

Adults

14-18

8-14

Poor

Poor

Poor

Indian Territory—Columbia. Direction, John English. Someone must have told Gene Autry that an easygoing western with plenty of singing and casual talk did not fit too well into an age of violence. At any rate a change is noticeable in this melodrama. The curtain is scarcely up before Gene is drawn into a stiff fist fight. The plot is the old one of renegade whites selling guns to restless Indians and the conflicts that follow. However, the film is well constructed, the action fast paced, the characterizations good. Cast: Gene Autry, Pat Buttram, James Griffith.

Adults

14-18

8-14

For those who like westerns

Good western

Good western

King Solomon's Mines—MGM. Direction, Compton Bennett and Andrew Marton. Next best to taking a trip into Africa itself is seeing this picture, based on Rider Haggard's old popular novel. A wife whose husband was lost in searching for the fabulous mines of King Solomon persuades her brother and a guide to help her search for him. The safari travels slowly in and out of savage jungles filled with wild animals and strange African tribes, across the mysterious veldt, and into the high mountains. Many of the shots are breathtakingly beautiful, and the camera work is expert and imaginative. In a particularly striking scene the party hides behind rocks while a huge stampede of zebras and giraffes goes by. The picture may be too long and too slow for very young children unless they are accompanied by an older person. Cast: Deborah Kerr, Stewart Granger.

Adults

14-18

8-14

Excellent

Excellent

Excellent

The Milkman—Universal-International. Direction, Charles T. Barton. Introducing a delightful new comedy team, this hilarious farce relates the complications that result when one milkman sponsors another. Highly amusing, for example, is the way Donald O'Connor manages to scramble the training course for new milkmen—and the system Jimmy Durante has perfected



© Universal-International

In a scene from *The Milkman* Jimmy Durante and Donald O'Connor are joined in their merrymaking by a large-eyed friend.

by which he can whistle to his milk truck and make it come to him much as his old horse used to. There is love interest, too. Cast: Jimmy Durante, Donald O'Connor, Piper Laurie.

Adults	14-18	8-14
Good force	Good	Good

Redwood Forest Trail—Republic. Direction, Philip Lord. In this characteristic western, Rex Allen, as the clean-cut officer of the American Forestry League, rides to the rescue of a mountain forest community for underprivileged boys. The melodramatic plot includes the usual tricks, chases, and gun battles. However, the boy's town, located in the mountainous sugar pine country, is attractively presented, and there are constructive scenes showing how a forest should be cared for and how it can be destroyed by one careless person. Cast: Rex Allen, Jeff Donnell, Jane Darwell.

Adults	14-18	8-14
Western fare	Fair	Good

FAMILY

(Suitable for children accompanied by adults)

Eye Witness—Eagle-Lion. Direction, Robert Montgomery. A quiet and unpretentious mystery melodrama in which an American attorney goes to England to help a wartime friend who has been jailed for murder. Impatient with the slow process of English law, he insists upon taking matters into his own hands and solves the murder in a typically American way. There are pleasant scenes of the English countryside, a touch of romance, and some gently humorous episodes in the English court. The picture is well acted, well directed, and deliberate in pace. Cast: Robert Montgomery, Leslie Banks.

Adults	14-18	8-14
Good	Good	Mature

Forewell to Yesterday—20th Century-Fox. Production, Edmund Reek. "Wide is the gate and broad is the way that leadeth to destruction" is the stern, Calvinistic theme of this brilliant newsreel compilation of significant events spanning the period between World War I and Korea. The commentary, in sharp, sardonic phrases, points up the purpose of the film: to show with such clarity the causes and cost of World War II that free nations will never again resort to appeasement but meet lawless aggression with determination and force. More mention might have been made of the potentialities of propaganda in promoting peace as well as war. However, the picture is magnificently done. It is as emotional and as stirring as melodrama.

Adults	14-18	8-14
Excellent	Grim but good	Too tense

The Glass Menagerie—Warner Brothers. Direction, Irving Rapper. A sensitive study of the effects of a mother's confused and unhappy personality upon her two children. The tortured conflicts and frustrations of the three are illuminated by an intense, compassionate awareness, giving the story dramatic and emotional depth. Gertrude Lawrence enacts with sympathetic understanding the foolish, self-centered, yet loving mother whose resentment at the husband who left her to struggle in poverty is unconsciously but perpetually taken out on her children. Although she wants passionately to help her son and daughter toward better things, every move she makes seems to push them deeper into the protective retreats which they have built up against her and—through her—against life. The acting and direction are very fine. This would make a wonderful film for discussion by parent education study groups. Cast: Gertrude Lawrence, Jane Wyman, Kirk Douglas.

Adults	14-18	8-14
Excellent	Good	Mature

I Killed Geronimo—Eagle-Lion. Direction, John Hoffman. Against a background of bloody fighting between the whites and Indians this stereotyped melodrama tells how Geronimo, the famous renegade Apache, may have met his end. Ironically enough, though all the Indians in the picture are "bad," the one character who is enacted with dignity and understanding is the wicked Geronimo himself, played by Chief Thundercloud. Today's social conscience is made uncomfortable when the theme of a supposedly historic picture seems to restate the old notion that the only good Indian is a dead one. Cast: James Ellison, Virginia Herrick, Chief Thundercloud.

Adults	14-18	8-14
Poor	Poor	No

Let's Dance—Paramount. Direction, Norman Z. McLeod. Fred Astaire's nimble dancing and Betty Hutton's colorful personality lift this inane comedy somewhat above the level of its mediocre story. The plot has to do with a song-and-dance man who cares more for Wall Street investments than for his dancing. The dialogue is poor, and the episodes concerned with bringing up a baby in a night club are uninspired and rather tasteless hokum. Fred Astaire shows his familiar skill and dexterity in the dance numbers, and there is occasional zest and intensity in Miss Hutton's unfortunately insipid role. Cast: Fred Astaire, Betty Hutton, Roland Young.

Adults	14-18	8-14
Fair	Fair	Poor

Mister 880—20th Century-Fox. Direction, Edmund Goulding. A sentimental comedy about a lovable junkman who prefers making and passing fifty counterfeit one-dollar bills a month to receiving a veteran's pension of eighty-five dollars. When a star secret service agent takes up Case 880, the mystery is ultimately solved—though not without several tugs at the heart-strings, expertly manipulated by Edmund Gwenn, and not without some chuckles at the enforcers of the law. However, the implication that the kindly old man's sentence is unjust may be misleading. A strong society can afford to impose a light penalty on one of its more lovable lawbreakers only when the majority of its citizens are mature enough to obey the laws. The picture is well produced and highly entertaining. Cast: Burt Lancaster, Dorothy McGuire, Edmund Gwenn.

Adults	14-18	8-14
Amusing	Amusing	Needs explanation

Mr. Music—Paramount. Direction, Richard Haydn. This agreeable and unassuming comedy was obviously written for Bing Crosby. A famous song composer is content to rest lazily upon his past successes until his prim but enchanting secretary, hired by his financially pressed manager, goads him into composing once more. Smooth direction, good acting, attractive songs, and sparkling contributions by such guest stars as Dorothy Kirsten and Groucho Marx add up to a pleasant and entertaining picture for the family. Cast: Bing Crosby, Nancy Olson, Charles Coburn.

Adults	14-18	8-14
Good	Good	Yes

Rookie Fireman—Columbia. Direction, Seymour Friedman. Interwoven with some interesting documentary material about the training of firemen in a big city is the routine story of a tough captain whose sternness hides a heart of gold. There are some exciting fire scenes and considerable description of modern fire-fighting equipment. The actors do as well as they can with a poor script. Cast: Bill Williams, Barton MacLane, Marjorie Reynolds.

Adults	14-18	8-14
Mediocre	Mediocre	Mediocre

Tea for Two—Warner Brothers. Direction, David Butler. A lavish musical, based on the old Broadway hit *No, No, Nanette*, glitters with nostalgic songs, gay dances, and smart dialogue. Doris Day gives a vivacious performance as the young, supposedly rich girl who secures the lead in a Broadway show. S. Z. Sakall and wise-cracking Eve Arden play their usual comedy roles, and some of the clowning may be too sophisticated for children. Although the production is elaborate, the chief attractions of the picture are the songs—old favorites such as "Tea for Two" and "Charleston." Cast: Doris Day, Gordon MacRae, Gene Nelson, Eve Arden, S. Z. Sakall.

Adults 14-18 8-14
Matter of taste Entertaining Poor

The Toast of New Orleans—MGM. Direction, Norman Taurog. Lighthearted singing against the colorful, romantic background of old New Orleans and the bayou country, the witching beauty of Kathryn Grayson, and the verve and good humor of Mario Lanza—all give sparkle and enchantment to a gay little story about the struggles of a fisherman to become an opera singer and a gentleman. As the young man's constantly



© Metro-Goldwyn-Mayer

J. Carrol Naish, Mario Lanza, and David Niven express widely varied emotions in this scene from *The Toast of New Orleans*.

protesting uncle J. Carrol Naish gives an amusing, zestful characterization. Settings and costumes, filmed in color, have great charm. Classical and popular songs are sung with equal brilliance, and the finale from *Madame Butterfly* is rendered with such vivacity and lively imagination that it is sure to bring a whole new audience to opera. Cast: Kathryn Grayson, Mario Lanza, David Niven, J. Carrol Naish.

Adults 14-18 8-14
Excellent Excellent Good

When You're Smiling—Columbia. Direction, Joseph Santley. An animated disc jockey program is sleazily woven into a cheap, breezy story. Those who enjoy such popular recording artists as Frankie Laine, Bob Crosby, the Mills Brothers, the Modernaires, and Kay Starr will find this a passable evening's entertainment since they take up a large share of the picture. Cast: Jerome Courtland, Frankie Laine, Lola Albright.

Adults 14-18 8-14
Matter of taste Poor Poor

ADULT

Born To Be Bad—RKO. Direction, Nicholas Ray. A slick and shallow story of a glamorous "bad" girl who plots to marry her friend's wealthy fiancé, at the same time clinging to the love of a poor young writer. Handsomely produced, the picture is enacted by a good cast and has moments of excellent dialogue. The characterization of the girl—her lovely, upturned countenance, her empty smile, her innocent eyes betraying themselves constantly in restless, secretive glances—becomes monotonous with repetition. Uncertain and episodic in plot structure, the picture slows to a stop two or three times before its tasteless, wise-cracking close. Cast: Joan Fontaine, Robert Ryan, Zachary Scott.

Adults 14-18 8-14
Poor Poor No

The Breaking Point—Warner Brothers. Direction, Michael Curtiz. In older melodramas, it was the brave and noble hero who was made a romantic, sticky stereotype. Today the pendulum has swung so far in the opposite direction that it is the hard-boiled weakling and the villain who are sentimentalized. This powerful thriller tells of a war veteran whose dream of building his one small cruiser into a fleet of fishing boats fails because of constant bad luck. To avoid relinquishing his boat and his pride he attempts success the easy way by dealing with the underworld. He seeks and achieves, through peril and violence, not vindication but audience sympathy. John Garfield, as usual, gives a convincing portrayal of paste in the rough, luminous with a tough kind of self-pity. Cast: John Garfield, Patricia Neal, Phyllis Thaxter.

Adults 14-18 8-14
Matter of taste No No

Deported—Universal-International. Direction, Robert Siodmak. An interesting and well-acted melodrama tells the story of a deported gangster who is mistaken for an American dignitary in the little Italian village where his family formerly lived. The influence of two people—the beautiful countess, whom he loves and who is constantly working to help the poor, and his simple, honest uncle, who is a baker—gradually effects a change in him. The bitter, self-centered rebel against society gropingly begins to understand the rewards that come from working with and for others. Delightful and disarming characterizations, fascinating scenes of the Italian countryside, and Jeff Chandler's forceful portrayal of the hero-villain give depth and quality to this slow-paced but suspense-filled film. Ethically, however, it seems to endorse the gangster's belief that because he has served five years in a penitentiary the money he has stolen is rightfully his. Cast: Marta Toren, Jeff Chandler.

Adults 14-18 8-14
Interesting Fair No

Dial 1119—MGM. Direction, Gerald Mayer. This smoothly sensational thriller was possibly inspired by the real-life tragedy of Howard Unruh, a crazed war veteran who killed thirteen people. With nerve-racking, melodramatic techniques it explores every facet of horror that an assorted group of people might be expected to feel in a similar situation. Although well acted, the shoddy film has no purpose except to exploit sensationalism for its own sake. Cast: Marshall Thompson, Virginia Field.

Adults 14-18 8-14
Matter of taste Poor No

A Life of Her Own—MGM. Direction, George Cukor. A Middle Western Cinderella (even to a glass slipper given her for good luck) achieves top place as a model in New York City, but through her love affair with a married man she finds that the success she struggled so hard to win is not what she wanted after all. Several amusing and presumably factual incidents in the model agency are interesting. Not wholesome or in good taste are a suicide and a drunken birthday party. The picture is well produced, and the cast make the most of their parts. Cast: Lana Turner, Ray Milland, Louis Calhern.

Adults 14-18 8-14
Matter of taste Poor No

Prowl Car—Columbia. Direction, Gordon Douglas. This is just another police-versus-gangster movie without any new twist to add suspense or hold interest. The increasing use of violence by the police in their treatment of suspects on the screen is to be condemned. Here a policeman repeatedly slaps a woman's face to "make her talk." One's sympathy is with her rather than the police because, though a gangster's girl, she is not a criminal. The direction is fair, the cast adequate. Cast: Mark Stevens, Edmond O'Brien, Gale Storm.

Adults 14-18 8-14
Unrewarding Unrewarding No

Three Secrets—Warner Brothers. Direction, Robert Wise. A skillfully produced and entertaining drama uses mother love as the focus of a novel plot. As three women wait anxiously at a mountainside inn for the rescue of an adopted boy, sole survivor of an airplane crash, their stories are related by means of flashback. Five years before, the same three had met briefly at an adoption shelter where each had given up all claim to her baby boy. Now each feels that this child may be her own. The unusual story holds suspense and interest—at least for women—and works out to a satisfying conclusion. Cast: Eleanor Parker, Ruth Roman, Patricia Neal.

Adults 14-18 8-14
Good Mature Of no interest

Trio—Paramount. Direction, Ken Annakin and Harold Franch. Like the earlier *Quartet*, a group of Somerset Maugham's short stories have been cleverly transferred to the screen and are introduced by Maugham himself. The character types are agreeably different from those usually depicted in films, and the backgrounds are fresh and natural. "The Verger" is a short, droll story of a church attendant who was fired because he could not read or write. "Mr. Knowall," more sophisticated, is concerned with an unpleasantly aggressive passenger on a boat who makes everyone detest him. "Sanatorium" consists of a series of vignettes showing the effects of tuberculosis on different patients. Poignancy and sentiment are nicely mingled in this story, and the acting and direction are outstanding. Cast: James Hayter, Nigel Patrick, Jean Simmons, Michael Rennie.

Adults	14-18	8-14
Excellent	Good	Mature

Woman on the Run—Universal-International. Direction, Norman Foster. A tense, expertly produced mystery melodrama builds suspense to the very end. Frightened by the fact that he has witnessed a murder, a young artist hides away from the police. His estranged wife embarks on an exciting, whirlwind search for him through the streets, buildings, and parks of San Francisco. Good dialogue and finished acting on the part of the supporting cast add interest to the picture. Cast: Ann Sheridan, Dennis O'Keefe.

Adults	14-18	8-14
Good thriller	Good	No

PREVIOUSLY REVIEWED

Junior Matinee

Beaver Valley—Excellent for all ages.
Bomba and the Lost Volcano—Children, yes; adults, matter of taste.
The Broken Arrow—Excellent for all ages.
The Desert Hawk—Young children, fair; older children and adults, yes.
Destination Moon—Young children, good; older children and adults, excellent.
Devil's Doorway—Young children, mature; older children and adults, excellent.
Fancy Pants—Children, very good; adults, good.
The Flame and the Arrow—Young children, good; older children and adults, excellent.
Fun in the Zoo—Young children and adults, excellent; older children, good.
The Happy Years—Fair for all ages.
The Jackie Robinson Story—Excellent for all ages.
Ragles of Sherwood Forest—Children, very good; adults, interesting.
Saddle Tramp—Children, excellent; adults, enjoyable.
Treasure Island—Excellent for all ages.
Trigger, Jr.—Children, good; adults, for western fans.

Family

The Black Rose—Fair for all ages.
Duchess of Idaho—Young children, possibly; older children, fun; adults, pleasant.
Fifty Years Before Your Eyes—Young children, possibly; older children and adults, interesting.
The Fireball—Good for all ages.
Louise—Young children, possibly; older children, good; adults, delightful.
My Blue Heaven—Young children, possibly; older children, yes; adults, good.
Mystery Street—Young children, mature; older children and adults, good.
Peggy—Young children, possibly; older children, good; adults, fair.
The Petty Girl—Young children, no; older children, sophisticated; adults, matter of taste.
The Skipper Surprised His Wife—Amusing for all ages.
Summer Stock—Young children, not too interesting; older children, good; adults, entertaining.
Three Little Words—Young children, of little interest; older children, very good; adults, pleasant.
Union Station—Young children, tense; older children and adults, yes.

Adult

The Avengers—Young children, no; older children and adults, poor.
Dark City—Young children, no; older children, unethical; adults, poor.
Edge of Doom—Children, no; adults, matter of taste.
The Furies—Young children, no; older children, yes; adults, good.
The Great Jewel Robber—Young children, poor; older children and adults, fair.
If This Be Sin—Children, no; adults, mediocre.
It's a Small World—Children, no; adults, interesting.
Kiss Tomorrow Good-by—Children, no; adults, matter of taste.
Madness of the Heart—Children, no; adults, poor.
No Way Out—Children, no; adults, thought-provoking.
Panic in the Streets—Young children, fair; older children and adults, very good.
Right Cross—Young children, mature; older children and adults, good.
September Affair—Young children, no; older children, fair; adults, good.
Shakedown—Young children, no; older children, poor; adults, according to taste.
So Long at the Fair—Young children, no; older children, good; adults, excellent.
The Sun Sets at Dawn—Young children, no; older children and adults, poor.
Three Husbands—Young children, no; older children, sophisticated; adults, matter of taste.

(Continued from page 27)

Baltic countries and for agriculturists. These percentages, difficult to maintain, had scaled down the total number of admissions. Another objection was to the "quota mortgaging" feature, which charged the visas issued against 50 per cent of the regular annual immigration quota for each of the countries involved. The Baltic countries' quotas have been mortgaged for from ten to fifty years.

The new date line for qualification is January 1, 1949. The mortgaging of quotas is cut to 25 per cent for four years and then returned to 50 per cent. The total number of IRO displaced persons to be admitted is raised to 301,500, and the life of the act is extended to July 1, 1951. In addition, the amendments permit entry of 10,000 Greeks left homeless by civil war; 4,000 European refugees, mostly White Russians, in Shanghai on July 1, 1948; 2,000 Italians driven out of Trieste by Yugoslavia; 18,000 Polish army veterans now in Great Britain; 5,000 nonquota adopted orphans; 5,000 nonquota displaced-persons orphans; 54,744 persons of German ethnic origin expelled from Eastern Europe following the Potsdam agreement; and 500 iron curtain refugees. Advanced to April 30, 1949, is the entry date for 15,000 eligible aliens already in this country on a temporary basis who may now apply for permanent status. The total number of persons admitted or for whom entry is made possible is 415,744.

Certain tightening of regulations is provided. Assurances may now be given only by citizens of the United States. Each person admitted must swear that he agrees in good faith to abide by the employment terms of his assurance. If the Attorney General determines that bad faith has been evidenced, the displaced person can be deported. On the other hand he is not tied forever to his first job. Barred from entry are Communists, former Communists, and other opponents of our form of government.

Several great voluntary organizations, notably religious groups, have been instrumental in securing assurances, in locating individual displaced persons, and in assisting the travelers on both sides of the Atlantic. Thirty-two states have created commissions that work with governmental agencies and voluntary groups in supplying information concerning the program, in surveying job opportunities, in receiving the newcomers and integrating them into American society.

Serious problems must be handled by experts, of course, but much depends upon the average American citizen and his willingness to help his new neighbors. Think of the hundred and one things that might baffle you in a strange land—for example, the location of churches, shops, schools, libraries, and public utility offices; the use of currency, postage, and transportation and communication facilities; the observance of traffic and health regulations; the purchase and use of new foodstuffs or old ones in unfamiliar packages; and becoming allied with congenial groups.

Can you see that ways are found to help your new townspeople to adjust to these homely commonplaces of daily living? One recent visitor to this country remarked that Americans are kind to strangers, and then she added, "when they take any notice of them at all." It is to our interest as well as theirs that we take notice of these newcomers and give them a sense of unity with us. What better way to demonstrate our faith in our highly prized way of life?

Books IN REVIEW

OUR CHILDREN AND OUR SCHOOLS. By Lucy Sprague Mitchell. New York: Simon and Schuster, 1950. \$4.00.

Our Children and Our Schools describes the work of the Bank Street Schools, a private organization that was started as an experimental nursery in New York City in 1919 with the primary purpose of providing give-and-take between educational research and classroom practice. Since then the organization has expanded to include a school for teachers and a division of studies and publications. In these pages, the chairman of the Bank Street Schools tells of the methods tried out for teaching children and inspiring teachers.

Parents who remember a joyless school routine in their young days will envy modern youngsters the opportunity to benefit from the kind of teaching described in such satisfying detail in *Our Children and Our Schools*. Like the educational experiments it reports, this book is refreshingly free from professional cant. It is the kind of reading that excites faith in creative teaching.

THREE TO SIX: YOUR CHILD STARTS TO SCHOOL. By James L. Hymes, Jr. Public Affairs Pamphlet No. 163. Public Affairs Committee, 22 East Thirty-eighth Street, New York 16, New York. 20 cents.

Most children start to school when they are six, and some are off to nursery school by the age of three. Maybe next spring or fall your child too will begin to spend several hours or the whole day away from you for the first time in his life. What are you doing to prepare him—and yourself—for this momentous change?

In the first place, it's time, Mr. Hymes says, to admit frankly that you are quite ready to "call in the team." Your child is getting beyond the stage where you can handle him alone. He needs to meet other people and to learn how to get along with other children. It's your job from now on to welcome the teacher as partner and to take a cheerful share in the life of the school which will absorb so large a portion of the life of your child.

Three to Six is a handy, helpful aid to mothers and fathers who must face with good grace the first big wrench of separation from Junior or Little Sister.

ADVENTURING WITH BOOKS: A READING LIST FOR ELEMENTARY SCHOOLS. National Council of Teachers of English, 211 West Sixty-eighth Street, Chicago 21, Illinois. 60 cents.

1950-51 ANNOTATED LIST OF BOOKS FOR SUPPLEMENTARY READING (KINDERGARTEN TO GRADE 9). Edited by Dorothy Kay Cadwallader. Children's Reading Service, 106 Beekman Street, New York 7, New York. Free.

The wealth of current worth-while reading material for boys and girls is amply proved by these two attractive book lists. *Adventuring with Books* offers an exceptionally inviting array of titles, giving a brief description of each book and the appropriate school grade. It includes a thousand titles for children in elementary school and some 250 additional titles for grownups to use with children in the kindergarten and first six grades.

The Children's Reading Service also offers a thousand books, arranged by topic and grade. An unusual feature is the inclusion of books especially prepared for remedial reading in which the child's interest level has been taken into consideration along with his less advanced skill level.

CONTRIBUTORS

In the three decades that EDNA DEAN BAKER headed the National College of Education at Evanston, Illinois, she lifted it into the front rank of institutions where teachers learn their art. Hers has been a guiding influence in several pioneering organizations, among them the Association for Childhood Education, of which she is a past president. Deeply concerned with the need for spiritual growth, Miss Baker has written a number of books on the subject, including *Worship of the Little Child* and *Beginner's Book in Religion*.

PETER BLOS, the distinguished psychologist, is a member of the department of student personnel at Brooklyn College. As a leading consultant he is a member of the advisory board of the Child Study Association of America. When parents and teachers talk over the troubled teen years, few books are more frequently quoted than Dr. Blos' helpful study, *The Adolescent Personality*.

SPENCER F. BROWN had already taught speech in several large universities before he decided to become a doctor of medicine. He is now a noted M.D. and a clinical instructor in pediatrics at the University of Minnesota's Medical School. During the seventeen years in which he has been engaged in speech pathology, he has published many studies that have appeared in professional journals and in such books as *Speech Problems of Children* and *Speech Handicapped School Children*.

Equally renowned for his prose as for his poetry, ROBERT P. TRISTRAM COFFIN draws perennial inspiration from the soil and people of his native Maine. It has become a happy tradition at the holiday season for him to send the *National Parent-Teacher* one of his flavorful stories of old-fashioned country living. Mr. Coffin is Pierce professor of English at Bowdoin College.

Literary critic JOHN T. FREDERICK is professor of English at the University of Notre Dame. For seven years he conducted the radio program *Of Men and Books*, delighting listeners from coast to coast with his brilliant discussions of literature and its makers. His own books, notably *A Handbook of Short Story Writing and Reading for Writing* (with Leo L. Ward), are tools much in demand by men and women who work with words.

GARRY CLEVELAND MYERS, long an ardent advocate of the parent-teacher movement, is a consulting psychologist who has helped countless parents to a clearer understanding of young people. Into his busy schedule he fits the writing of a widely read daily newspaper column, "The Parent Problem." His wife, CAROLINE CLARK MYERS, like her husband has taught children of all ages. Together they founded and together they now edit the magazine *Highlights for Children*. Their newest book, *Homes Build Persons*, reflects their deep insight and broad experience.

November finds BONARO W. OVERSTREET busily winding up a return engagement of eight weeks' teaching at the University of Michigan. Soon, however, she and her husband, Harry A. Overstreet, will be heading westward, stopping on their way to lecture in southern cities. Mrs. Overstreet, closely identified with the adult education movement, was recently elected vice-president of the American Association for Adult Education.

This month's "P.T.A. Frontier" was submitted by Hazel L. Bowman, department of auditory instruction and women's activities, General Extension Division of Florida, and by Mrs. Edith McB. Cameron, president, Florida Congress.